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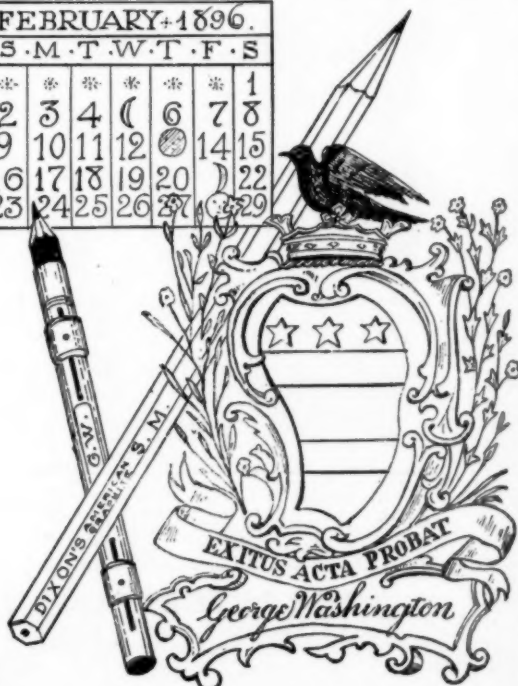
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"A final perusal of the last three or four chapters, when revision had become impossible, has revealed a few passages in which the word English is used where *British* would be more correct. The author perhaps owes an apology to readers north of the Tweed for these occasional slips, which are the more inexcusable that he is himself half a Scot."

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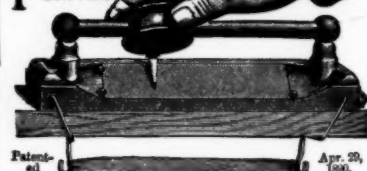
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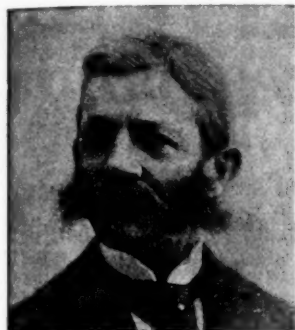
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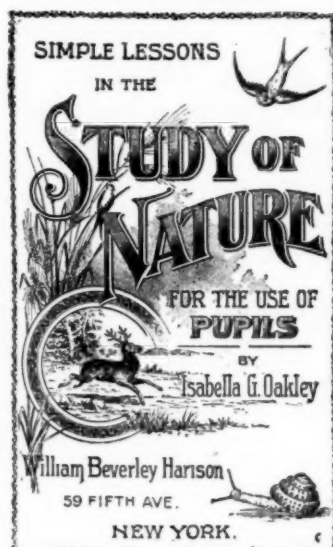
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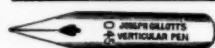


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Good Teaching is Scientific.

A young fellow without any particular aim, or if he had one laid away in him the need of a proper bringing-up would have extinguished it, was attending a poor school in a small village. One day as he was walking home with a school girl he rather fancied because she was neatly dressed and always understood her lessons, she startled him with the sudden question, "But why don't you get an education?" He had never thought of such a thing for himself, though some of his older friends had gone off to an academy, and then to a college. But the question was point blank and he replied, "I am going to."

In due time he graduated with a debt of \$400; then of course he must teach—there was no other way to earn the money. An application was made, an examination held and he was the principal of a school with one assistant. It was a novel position; he had had no experience, had given no attention to obtaining any principles of procedure; in fact, he merely knew that certain things were taught, as reading, spelling, etc., and the pupils kept in order. However he got through the year saying little, but giving close attention to having lessons learned and recited.

In the autumn of the following year he began work in the same place, and soon after the school had opened a teachers' institute began its sessions. This gentleman attended and listened to statements concerning teaching that were not only novel, but, as it seemed to him, "foolish and fussy," and so he declared himself. "There was no science about the matter, it was only a learning and reciting of lessons; he had had no science expended on him in school, academy, or college that he knew; nor did he employ any science in his teaching, and he was certain no school exceeded his; the county superintendent was there and could bear out his statements."

Such a conflict is not uncommon in institutes in the rural counties; the conductors were prepared to meet them. "Is your teaching, then, unscientific?" After a moment's pause he replied, "Yes." "And will it continue to be so?" "I suppose so." "Is the human mind scientifically constructed?" "Why, yes." "Should it not be dealt with, then, scientifically?" "But I say there is no science in learning lessons and reciting them."

Here the controversy dropped, but the young man believed he was right and he took pains from that time to declare his belief that hearing and reciting lessons

was the sum and substance of education. In after years he rose to a higher post; he became an academy principal, and when books on education were handed him laughed at the idea of learning how to teach from a book. Herbert Spencer's treatise he considered valueless; the idea of a child making experiments and thus gaining a knowledge of principles was a great waste of time; the same knowledge could be obtained in one-tenth of the time out of a book.

His teachers were disposed to believe with him and practice in accordance with their beliefs. Several years ago he obtained a lady as an assistant who had a very strong recommendation, in fact he took her on the recommendation solely. She was a self-possessed woman and at the meeting of the teachers at the close of the first day uttered some thoughts that were new to the principal. The need of interesting the pupils was discarded on by the principal. When he closed, Miss G., the new teacher, remarked, "We instruct to interest and interest in order to form the character." "No, we interest in order to instruct—that is, to have instruction take root." "That is not according to mental philosophy." The principal hesitated; it was some time since he had looked into his books on mental philosophy and it was possible he might have the cart before the horse.

Of one thing he was certain, this woman was a thinker and he had seen that such are good teachers. So he let the matter drop then and determined to keep his eyes open. A week went by and he felt he had a prize in the new teacher; then, too, the other teachers spoke so respectfully of her: he must investigate. He contrived to have some conversation with Miss G., and found she was a profound student of education; she had many books on the subject. Now the principal did not own one. But he felt he must look into her classes. His examination was not only satisfactory, it was surprising; there was studiousness and accuracy that was really unusual. Then he meditated and took some more observations; then meditated again. He had a mind of some precision, and in answer to a question of one of the school board respecting the new teacher he said, "She is what I term a scientific teacher: not a teacher of science, but one who proceeds according to definite principles. I have never had one of this kind before; I am inclined to think there is a good deal more of science than is generally believed in teaching."

A year passed and the principal was requested to read a paper before an association of teachers. His subject was the one that heads this article and his discussion of the subject surprised his acquaintances. He had not changed in demanding that good lessons be learned and recited but he had changed in considering the operation of the human mind on the knowledge presented, and the operation of this knowledge on the human mind itself.

This change in one who was a busy overseer in the

educational field provokes thought. There is no doubt but that he had done good service before his conversion, for we must look at it as a higher thing than a mere adopting of new views; and the results in his teaching since his conversion show that a new spirit has entered his school. This is possibly made plain when we remember that the most scientific instruction is virtuous or aims at virtue. Right teaching accomplishes much more than the accumulation of knowledge. The words of his new teacher that "we interest to instruct and instruct to develop a noble character or virtuous purposes" made an impression that could not be effaced.

Undoubtedly many have gone through this evolution during the past twenty-five years. And when the new education has been understood the old will be laid aside, for it aims at a more abundant life.

Educative Instruction.

Elaboration of the Material of Instruction.

(Continued from THE JOURNAL of Feb. 8.)

By PROF. W. REIN, University of Jena.

Educative instruction recognizes the fact that there are certain laws underlying all mental states and activities. Thus, strictly speaking, and in a general way, there can be but one fundamental method, namely, that which conforms to the laws of the human mind and regulates all its processes in accordance with these laws.

Hence we cannot fully agree with Herder who says: "Every teacher should have his own method; he must have created it with understanding, else he cannot succeed." Neither can we accept the view of Schleiermacher who holds that every branch of instruction contains its own method. The opinion of F. A. Wolf also has no value for scientific methodics when he says: "If you have only scholarship you will not be lacking the gift to teach," or "Have mind yourself and know how to wake up mind."

Comenius came nearer to the right conception of method when he said: "There can be but one natural method for all sciences, arts, and languages." After him Pestalozzi sought to establish it in the proposition: "From individual notions to concepts." Herbart continued this line of investigation. He analyzed the Pestalozzian procedure in its several necessary stages and established their psychological validity. With this educative instruction received a safe foundation also with regard to the procedure of teaching.

The educator who follows the way pointed out by the nature of the child, and thus conforms to the natural conditions of the growth and development of the youthful mind, is sure to be on the right road to the aim of educative instruction, is sure to awaken interest. He leaves far behind him the stage which may be called didactic materialism, upon which the predominating object is to cram as much knowledge as possible into the heads, without stopping to inquire what is thereby gained as regards genuine mind culture.

The theory of the method of procedure seeks to answer the following question: *How does the pupil attain to distinct individual notions, and from these to clear and distinct concepts?* The answer is found by the aid of empirical psychology and is fully explained in the theory of the "formal steps." [A series of articles on the "Formal Steps" will soon appear in THE JOURNAL.]

SUMMARY.

The theory of educative instruction culminates ac-

cordingly (1) in the derivation of the aim of instruction from the general educational aim; (2) in the presentation of the means leading to this aim; (a) theory of the course of study (historic-genetic up-building of the culture elements; concentrative arrangement of the same); (b) theory of the procedure of treating (theory of the formal steps).

What is Your Ideal?

By M. L. TOWNSEND.

It has at times greatly puzzled me to account for the different products of different teachers with the same grade of pupils. Let me take two teachers who each for five years had pupils in the class below mine.

A. was a college graduate and was particularly fond of mathematics. His pupils seemed to be well drilled in most of the studies and to be bright enough, but there was a sort of recklessness and carelessness about them that often surprised and pained me. They would say things which if closely pinned down to consider they would admit were illogical or groundless, as the case might be. They were not pleased with school work; they often expressed themselves concerning their studies in impolite terms, to say the least; they spoke of the school-house as a prison; they were losing all opportunity for enjoyment; they considered it a hardship to be obliged to correct their misspelled words, or to go over an example in square root if a single figure was found to be wrong.

Possibly this would not have struck me so painfully if I had not discovered what seemed to me to be a moral declension. They would do things in school they would not do elsewhere; they would conceal the misdoings of other pupils; they would listen with evident pleasure to a lying excuse by a pupil; they would help conceal a mean act; for example, a boy flirts some ink over a drawing made by another—all in his vicinity refused to testify who the culprit was.

And then, out of school this, next to the oldest class, was often pointed at by citizens as doubtful of future success. They would sit on fences a half dozen in a row when they knew it was disagreeable to the owner, and when the matter had been spoken of again and again. They would go into butcher shops and stand for an hour; they were troublesome at evening meetings; they would rudely fill up the sidewalks and make older people turn out for them.

When this class came under my care I was obliged to give a great share of my time to correcting these and other apparent faults and to instil an ambition for better things. I found I had to overcome a prejudice against school, against labor, against obedience, and against the value of refinement. When I pointed out to A. what I deemed to be defects in his results his reply would be, "Boys are only boys, you know." But this did not seem to me to be a good answer; at all events I felt that the fault lay in him.

A. left and B. succeeded him; a college graduate, a man of no higher scholarship, of no stronger personality. I took pains to eulogize A, but also to say that higher results were expected in arousing enthusiasm; a desire for knowledge, a yielding to authority, and noble ambitions. B. listened attentively and assured me of his desire to co-operate in all ways. I was a little disappointed at the outset, for his scholarship I was certain was not above A.'s; and I had been accustomed to have faith in scholarly men.

In a few days I thought I saw signs that a potent hand was at work on the junior class. The boys came into the main school-room more orderly, they gave better attention, there was not that looking around with a grin that displays the shallow brain so readily, there was a watchfulness by them of the new teacher that showed an interest in him above that ordinarily felt in one who merely questions them. My curiosity was aroused. I put myself on the alert; I began to study. B with care; he had something in him that A. did not possess, I was certain.

The Future of Correlation.

By C. B. GILBERT.

In a recent number of a leading educational periodical, the death of apperception is announced, and an eulogy over correlation is pronounced. I would define correlation in courses of study, as the recognition of the natural relations existing among the various departments of human activity, and such an arrangement of these departments for presentation to the child, that all his knowledge shall stand clearly in his mind, in its true relations to the whole, and to each of the parts.

If the child is to go forth from school, fitted for a life made up of relations, it is necessary that the knowledge he receives and, the activities in which he engages in the course of his preparation shall all have reference to these relations; hence, courses of study which determine both the knowledge and the activities, must be so arranged that isolated knowledge and reasonless activities shall be impossible.

Dr. Harris tells us that there are five co-ordinate branches of human learning, and that it is important that all of these receive attention in a scheme of education. But it is more important that the essential unity of them all be recognized, for these five departments are not to be conceived of as parallel lines, extending into infinity and nowhere touching; they are rather the radii of a sphere united at the center in a vital union from which comes all the worth of each.

True correlation is neither artificial nor mechanical; it cannot be fully shown even in the best courses of study. Primarily it must exist as subjective in the teacher. If he grasps the essential unity of things, it may, to a degree, be made objective and apparent in the course of study, and still more so in the teacher's interpretation of it, but it is more important that the teacher be in himself a correlation of knowledge, than that a course of study exhibit it. If teaching is a vital relation between teacher and pupil, and if the end of teaching is the development of the pupil, as Professor Tompkins puts it, "The union between the pupil's real and ideal self," then the essential thing, so far as knowledge is concerned, is, that it shall be correlated in, and with, the pupil's mind.

The old courses of study are deadening to teachers as well as to pupils; the new are inspiring to both. Teachers feel that they, themselves, are growing, while leading their pupils to the shrine of truth. The improvement of the teachers, both in spirit and in power, has been one of the most marked effects of improvement in the courses of study. No one can devote his energies first to comprehending, and then to imparting the broad ideas implied in a truly correlated course of study without growing in breadth and power from the effort.

The first thing which one preparing a course of study must take into account, is the distinction between form and content.

A correlated course of study must include both co-ordination, and subordination; a co-ordination of the great fundamental branches of human thought, and the subordination of those branches which are in nature subordinate. The former constitute the content, the latter, the form of a course of study; or, to put it differently, I use the term, content, as including those branches of study which possess an intrinsic and fundamental value, and form, as including the means by which the essential are realized. In a general way, the

former consists in a consideration of man, and the spiritual world, and of the world of nature, and the latter, of the various arts by which man comes to a possession of nature and of himself. Of course, these distinctions are not arbitrary or exact. A distinction between form and content does not imply that they are to be treated as separate and unrelated entities,—that would not be correlation, but disintegration. It rather means that they are to be so related in the teacher's mind, and are to be so presented to the child, that they will always stand in his mind as form and content. He learns to read, not that he may learn to read, but that he may be introduced to the world of literature.

He learns to write, not that he may learn to write, but that he may be able to communicate the best that is in him, for the benefit of others. I do not mean by this, that there should not be direct and thorough drill upon the arts themselves, but that this drill should be given after and not before the child has come to realize his need of it. The higher end ennobles the means and makes it worth acquiring.

There are three general divisions of the work of education. The first is creating in the child a high purpose; the second is acquainting him with conditions, needs, and possibilities, and the third is furnishing him with the means for the accomplishment of his purpose. But these three are parts of one whole. The second, acquainting the child with conditions, needs, and possibilities, in other words, knowledge, stands as a middle term, creating ideals on the one hand, and suggesting activity, stimulating effort to acquire the means on the other. Hence it forms the natural content of his education.

Nobility of purpose, exaltation of theme, whether in adults or in children, furnish the only true stimulants for laboriously acquiring the arts necessary for adequate expression. This, applied to education, does not draw a hard and fast line between form studies, and content studies, but relates them properly, so that the child always has before him the worthy aim, as an inducement to the acquiring of the adequate means. While this subordinates reading, writing, spelling, and language drill, it does not degrade them, it rather exalts them since thus alone do they find their true place and are ennobled by a noble purpose.

I am compelled to disagree with the opinion by some inferred from the Report of the Committee of Fifteen, that the first three years of school life should be devoted almost exclusively to the acquisition of this technique with only incidental and casual attention to the content of the course of study. I would reverse the order. It is true that in these three years, the child should acquire a fair possession of this technique; but at his age, when he is little able to grasp philosophical principles and to undertake effort with a view to remote results, it is all the more necessary to appeal to his interest. The young child will best acquire the necessary arts incidentally. The ends for which he works must be evident. Place before him a content to him valuable and interesting and immediately obtainable, and he seeks it through the medium of the necessary arts. The adult, the young man in college, may study mathematics for the sake of training his mind; not so the child; the end that he seeks is to-day, and he must have the means at once. In these earlier years, especial attention should be given to the study of nature and of literature, the lines of study that are at any age most broadening. As the child advances from grade to grade, more attention may be given to technique, as he becomes able to see the relations between form and content, that is, to understand the reasons why certain forms of expression are better than others.

A broad course of study should be so arranged that naturally related parts of the different co-ordinated branches may be taught at the same time. I say, naturally related, not artificially, or mechanically, but spiritually if you will. Our old courses of study were full of absurd instances of variety without unity. It is no uncommon thing for a class to be studying at the same

time the geography of Africa, the history of England, the plant life of Minnesota, while having for their reading lesson the story of Peter the Great, the subjects having no relation either artificial or natural.

There are new courses of study which are just as absurd. Correlation run mad, as I have heard it described. I remember hearing of a day's lesson in a certain city. The subject was the "Crow." The children read about the crow, drew him, wrote about him, counted him, added, subtracted, multiplied, and divided, bought and sold him, and for aught I know carried him out on a crow bar. Here was no fundamental or vital relation. The co-ordinating principle was trivial and unsound and doubtless several good lessons in history, reading, and arithmetic were spoiled for the sake of the crow. Naturally related principles of the various co-ordinated branches should be taught at the same time, but I do not mean that the relations are necessarily time relations. These would frequently be artificial and not even suggest the spiritual unity, and this it seems to me, is one of the criticisms to be made upon a course of study concentrated about history, for the relation here inevitably is mostly a time relation, which may be the best, and may not.

I will illustrate from the schools of my own city of St. Paul. The Seventh Grade class in St. Paul, regularly studies the history of the United States, the geography of North America, the writings of certain American authors, and local geology. These studies may be so timed as to suggest inevitably fundamental and vital relations. To begin with, the class are taken out for a field lesson upon the banks of the Mississippi. Here, they see the fundamental rock strata, observe the great valley worn by the waters, get specimens of rock containing the earliest fossils, see the broad plains stretching out into the boundless prairies whose soil was deposited by the glaciers.

They learn how the great Mississippi valley with its broad adjacent plains was formed. That is, they get a concrete knowledge of the physical geography of this part of the world. This leads both to the history and political geography. They learn not only the effect of early explorations on this river, and on the great lakes, but they see why these explorations were made. They not only find out how these great plains were produced, but see in them the reasons for the migrations of so many people, and for the vast civilization growing up in the great West. The struggles of the early settlers are emphasized by the poem *Evangeline*, and the travels of Irving and others, so that a complete picture of the growth of Western civilization, with an understanding of its cause, is left upon the minds of the children. A taste has been created for investigation and a love for literature, while also, all this rich content has served as a basis for numberless lessons in reading, writing, and language.

I do not believe in the concentration of the course of study about any one branch. No one branch of human learning is clearly enough defined, or essential enough in itself, to be the center of a course of study for the child. No one is so much more intimately related to the child than all the others, that it can determine for them their arrangement and the selection of topics from them. The only centralizing relation in the education of the child, in reference to his destiny, and hence the first principle of co-ordination as to its breadth, is that indicated in the "Committee of Fifteen's" report, namely, the relation of the child to his material and spiritual environment.

Psychology, not history, not science, determines also the longitudinal correlation of the course of study. By psychology I do not mean the old psychology, which is merely deductive logic applied to certain assumed mental phenomena, but the actual study of the child.

There are many things concerning correlation about which there is still uncertainty, but as to what we can do in the immediate future, I feel reasonably sure upon these points:

1st. The only correlation to be considered consists of

the recognition of the natural and spiritual relations already existing in the world.

2nd. That these relations exist in the human mind, and hence, must become subjective in the teacher, then, in so far as possible objective in the course of study, then again, subjective in the child.

3rd. That the relations to be considered in the course of study, must include both subordination, and co-ordination; a subordination of form to content, and a co-ordination of the essential departments of thought.

4th. That the only center for a correlated course of study is the child. The child whose rights have been so long ignored, whose nature has been so blindly misunderstood, whose soul has been so dwarfed, and maimed in the vain effort to accommodate him to a ready-made course of study, and bind him down with the chains of logic, to make him fit into the form of a cast-iron frame, miscalled psychology. The child must be our first study; and when all the branches of human learning with which he can be brought into touch, all the activities to which he may be stimulated, are properly correlated with the demands of his nature, he will find that they are correlated with one another, and the miracle will have been wrought.

(From address at Jacksonville, Feb. 19, Department of Superintendence.)

Some Kindergarten Problems.

By WALTER L. HERVEY.

Three matters are vital to the success of the kindergarten cause:

1. First the matter of co-operation or solidarity. In education at large the present is a time of quickened evolution—and in the general advance kindergartners are not the least progressive. The day of rigid adherence to revealed truth has gone by. The best kindergartners are those who, while holding fast to the inmost spirit as set forth in eternal truth by Froebel, are modifying and adjusting all matters of form, as Froebel himself told them to do, according to the needs of modern civilization and the increasing facilities of modern culture. So that the kindergartner who should visit the best of the kindergartens would find all forging ahead on individual lines, some excelling in one particular, some in another, and would find no one better in all parts than the rest. If, then, each is to be as good as the best, the best in all must be cordially received and assimilated by each. A cordial and open-minded attitude towards experiment and the results of experiment, and then a pooling of profits is in order now as never before. No kindergartner can afford not to know what the rest are doing.

The same holds true regarding the attitude of kindergartners towards specialists in other fields than their own,—the neurologist, physiological psychologist, the primary teacher, and the philosopher. These people have duties and rights in the matter of the kindergarten children, and the kindergartner has correlative rights and duties. If they, from their view-point, catch a glimpse of truth, even though it be the infinitesimal atom,—as it is sometimes—it is their duty and our right that they should produce it, in God's name, and make it go as far as it will. If they say that the cubes should be larger, in order that the central neural adjustment may replace peripheral, it might be well to try a greater dimension; if a recess for absolute free play is suggested, it will do us no harm to review and possibly revise the relations of the individual to the body social and the relative spheres of government and liberty. If the scientist complains that dead blocks of wood tend to crowd out too far the world of living things, give him and the children the benefit of the doubt, if doubt there be; if the lover of the classics in literature suggests that the kindergarten may be enriched with Shakespeare, Stevenson, Eugene Field, and with adaptations from all great writers and literatures, ask him to put

his list in writing; and if the best in art, music, and other forms of expression, clamor for admission to the kindergarten—let them in. And if, on the other hand, solemn protests are heard against the abuse of such occupations as pricking, it will suffice to say that many reputable kindergartners long ago ceased to do such things.

2. The second of the needs of the hour is, as it seems to me, elevation of the standards. We sometimes fail to appreciate how it is that the kindergartner must be so much richer and more versatile than say the primary teacher. While the children in the primary school also demand the best in literature, art, and nature, they make fewer demands upon the teacher because so much of their time is taken by the formal studies,—reading, writing, number, and the like, which require relatively less culture and breadth from the teacher. Just as one may teach mathematics with less preparation than is required by literature.

It goes without saying that the kindergartner's qualifications must be of a unique character. Yet it has been said so well by Miss Nora A. Smith that I think it will go better with saying, What are the qualifications of a good kindergartner? The music of St. Cecilia, the art of Raphael, the dramatic genius of Rachel, the administrative ability of Cromwell, the wisdom of Solomon, the meekness of Moses, and the patience of Job. Some twelve years after this was said, three more indispensable qualifications were added by the author, namely, the prudence of Franklin, the inventive power of Edison, and the talent for improvisation of the early Troubadours.

If I may be permitted to add one item, then, to Miss Nora Smith's catalogue of virtues, I should like to say that a kindergartner should be endowed with a splendid audacity, backed up by a Divine call. This Divine call we may all agree is the first and great requisite. But we are already in the midst of the third problem.

3. Aside from the spirit of reverence and sympathy and the being called of God, what shall be the requirements, and what the course of study that shall further prepare one who has been called, for entrance upon the high calling?

The ordinary requirement of this kind for entrance upon a course of kindergarten training is, I am told, a high school diploma or its equivalent. What guarantee of quality does a diploma carry? A New England high school means one thing, a New Jersey high school another. New York city has no public high schools at all. Moreover, the high schools of to-day are different from those of ten years ago,—they are better,—yes, you all know that many diplomas of ten years' standing are presented for entrance to kindergarten training classes to-day, and that these diplomas are accepted. This being the case, does there not exist a strong resemblance between the high school credentials and the currency of wild-cat banks?

It must have occurred to many that even the best available high school courses require to be modified and even supplemented in order to prepare the intending kindergartner for entrance upon her professional studies. Does not a kindergarten student need more of breadth and power, even intellectually speaking, than a sub-freshman? Consider what things a kindergartner must know and feel and know how to do.

The kindergartner must have training in English, fine enough and broad enough to enable her to select and adapt from original sources for kindergarten uses, and sound enough to help her to read Froebel without mystification, to write about the kindergarten without mysticism, and to study without despair the best works in modern psychology; a knowledge of history sufficient to give a glimmer of how the race has developed; a training in scientific method as well as a knowledge and love of all creation, so far as it can be known and loved by the little child, and *in the way* that it is known and loved by the little child; and she must have training in the fine arts of singing and playing, of drawing, designing, and deft-doing. But the high schools are few indeed that give their students such things. Yet

these things the kindergartner must have; and some of them—at least the beginnings of them—before the professional course.

But the attempt to offer such a preliminary course and postpone the day of the professional study is fraught with danger. First, it will be found not impossible for rejected candidates seeking training by the shortest route to find doors open to them elsewhere, I speak of this fact here in no spirit of bitterness or blame. I well know that the ranks of the kindergarten army are being recruited every year by enthusiastic and devoted women who had only one year after the grammar school to spend in preparation and who in that year did their best and are doing their best in the field to-day. But it is proper that we should not shut our eyes to the results of this unfortunate condition upon the kindergarten cause. At the root of this difficulty is lack of faith in the kindergarten. There are many who hesitate to take the time they know should be taken, because the pay of kindergartners is so low. The pay is low partly because the standards for kindergartners are low. But does any one here present believe that there exists any intrinsic reason why a kindergartner, whose knowledge and insight, whose sympathy and taste, and whose practical power must be so broad, so deep and so fine, should not, when properly endowed by nature and prepared by education and training, have the pay of a princess among teachers, and why she *may* not have it?

And if we believe this, why may we not act upon our belief—and lead others to do the same? Act, that is to say, as if the compensation of kindergartners were already what one day we hope it may be, and believe it will be, and intend it shall be.

The argument for public recognition and a higher wage will always be just as strong—no stronger—as the lowest standards of admission and of training.

Every advance in standards of training means potentially an advance in pay, and hence an advance in quality of those seeking admission. Supply precedes demand.

... We have not yet begun to realize the possibilities of the kindergarten as a power for civilization in the century that is almost upon us; and all the faith we can muster will be abundantly justified by the result.

Teachers College, New York city.

(From an address delivered before the International Kindergarten Union.)

The Pilgrims and Education.

In 1647, when a few scattered and feeble settlements, almost buried in the depths of the forest, were all that constituted the colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of all the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succor was at hand,—it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea of a free and universal education for the people. And amid all their poverty they stinted themselves to a still scantier pittance: amid all their toils they imposed upon themselves still more burdensome labors; amid all their perils they braved still greater dangers, that they might find the time and the means to reduce their grand conception to practice. Two divine ideas filled their great hearts: their duty to God and to posterity. For the one they built the church; for the other they opened the school. Religion and knowledge! two attributes of the same glorious and eternal truth, and that truth the only one on which immortal or mortal happiness can be securely founded.

—Horace Mann.

Editorial Notes.

Many well-meaning people would like to regulate education in such a way that it would turn out only people meeting in every respect the model shown in their particular fashion-plates. They set the law-machinery in motion to help them draw the lines for the path in which the child is to walk, and live in constant fear that something might be omitted that would leave a loop-hole for escape into error. Richter's satiric humor gives expression to their anxiety, in the words: "Good Heavens! that we could but wind him up and fix him, exactly like an astronomical hundred-year-old chronometer, so that he might show the hours and positions of the planets and everything quite accurately long after our death!" There is a bit of friendly advice in the old adage: "Know when to stop and say, Halt!"

The teachers in the schools are calling for help. They feel—at least the majority do—the difficulty of the educational problems daily confronting them in their work. They are willing, yes, anxious to learn. Educational journals and books are read to search for practical suggestions. But there are many who are unable to discern principles and to adapt what they find to the peculiar conditions in which they are placed. Who is there to help these teachers? The local and district teachers' meetings are the agencies, which, more than any others, can apply the wedge where it is most needed. Here illustrations of principles can be given in the most effective way, taking account of all the peculiarities of the teachers' individualities and environment, of the official course of study, the specific needs of the schools, etc. But it is just here, where, with but few exceptions, comparatively least is done to aid the teachers to grow stronger in professional insight and skill. Usually it is nothing but talk, talk, talk. Learned essays on psychology are read where there are those who would like to know how to teach spelling. Correlation and apperception are discussed by speakers of whom the hearers would like to know how to conduct the recitation, how to secure order, how to reduce absence and tardiness of pupils, and a thousand and one other things. They ask for bread and are fed on ice-cream; often they get only stones, for there are many speakers whose hearts are cold, who do not stretch out their hands to raise up their hearers, who talk merely to talk.

The great need of the present is men and women filled with a holy zeal to promote the welfare of society through a better education of the children, and who regard the improvement of educators as the one great means of attaining their object. It is for such instructors the teachers are calling. Where are they? The harvest is ripe.

"If we do not prepare children to become citizens,—if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with the love of truth and duty, and a reverence for all things sacred and holy, then our republic must go down to destruction, as others have gone before it; and mankind must sweep through another vast cycle of sin and suffering, before the dawn of a better era can arise upon the world. It is for our government and for that public opinion, which, in a republic governs the government, to choose between these alternatives of weal and woe."—*Horace Mann.*

Editorial Correspondence.

THE DEPARTMENT OF SUPERINTENDENCE.

The meeting began on Tuesday, February 18, but on the Friday previous Supt. Mapey, of Virginia arrived; on Saturday Prof. H. R. Sandford, of New York, and one or two others; on Sunday a larger number arrived and on Monday the remainder, probably about 300. The Winsor Hotel was headquarters; this lies opposite a pretty park. On Monday night the mercury went down to 27°, a very unusual thing for Florida and the visitors joked about the Sunny South.

Supt. Jones had made a strong program and all speakers were on hand except Arnold Tompkins, Prof. John Dewey, and Col. F. W. Parker.

The teachers of Jacksonville closed their schools and attended the meeting with the members of the state association (which had met and held a short meeting on Monday and then adjourned). Speaking of the Jacksonville schools I will here give some facts and points concerning them.

THE JACKSONVILLE SCHOOLS.

The high school has an enrollment of 140, 43 boys and 97 girls. The principal, Frederick Pasco, A. M., has been at the head of the school twelve years; he is a graduate of Harvard university, '65. After teaching for two years in Illinois he entered the ministry of the Methodist Episcopal church; coming to Florida in '69, he taught in a private school in Jacksonville, from '72 to '74; was then elected superintendent of schools for Duval Co., which place he resigned in '80, and removing to Monticello to engage in preaching—afterward preaching in Gainesville. In 1886 he came here and took his present charge.

The central grammar school has an enrollment of 598 pupils, employing 15 teachers. The principal is Tom F. McBeath who was elected last year; after teaching ten years in country schools in Kentucky he was graduated at Urania college in '82; after teaching for a time in Texas, he took the chair of literature and languages in Southern normal school in Bowling Green, Ky.; teaching there and at other points and editing the *Mississippi School Journal* filled up nine years. In '92 he was called to Florida to work in the summer schools. Then he took charge of the Bartow graded school, and afterwards became assistant state superintendent of Florida. This last position he resigned in June '95 to accept his present post. For the last four years he has been actively engaged in the state summer schools. He edits the *Florida School Exponent*, is a member of the executive committee of the Southern Educational Association, and state manager for Florida.

Walter E. Knibloe, principal of the Riverside grammar school was educated at the University of Illinois and graduated with the class of '76, and the next year began teaching as principal of the high school of Urbana where his Alma Mater is located, which position he held for six years, when he resigned to accept the principalship of the Girard public schools where he remained for two years. Coming south to engage in institute work, he was elected principal of the St. Augustine public school. Under his untiring exertion, assisted by an intelligent school board, the school grew from three grades and 75 pupils, to 8 grades and a high school department fully equipped with chemical and geological laboratories. In St. Augustine his work extends over a period of twelve years. He was Florida's educational commissioner to the Columbian Exposition. For the last eight years he has been engaged in summer institute work.

The grammar school in La Villa is in the charge of Mr. Ruthertford.

IMPORTANT FLORIDA SCHOOLS.

Among the important public schools in Florida is the Ocala graded school, which has an eight-months term. Of this Mr. J. J. Earl has been principal for three years. The course extends over twelve years.

The Key West graded schools have an eight-months term, and a twelve-year course. Of the Sears school Mr. B. C. Nichols has been principal for six years.

Of the Russell school, Miss L. Turner has been principal four years. These schools employ about thirty teachers.

The Live Oak graded school has an eight-months term and a ten-year course. Mr. J. H. Fulks is principal; he won a good reputation previously as principal of the Leesburg school. He was president of the State Teachers' Association in '95.

The St. Augustine graded school has an eight-months term, and Mr. H. O. Hamm is principal. He was first assistant for some years in the Jacksonville high school.

The Gainesville graded school has an eight-months term. Dr. W. F. Yocum is principal. He was formerly principal of Bartow graded school, and president of Agricultural college. He is considered one of the most scholarly men in the state.

IMPORTANT SCHOOLS.

The Pensacola graded school has an eight-months term, and twelve-year course. Mr. W. T. Griffin has been principal here for three years. Fifteen teachers are employed. Music and drawing are taught in the first eight grades.

The Palatka graded school has an eight-months term. Mr. J. I. Heines is principal.

The Tampa high school has an eight-months term. Mr. B. C. Graham has been its principal since its establishment. He is a strong man, of excellent scholarship, and advanced educational views.

The Kissimmee graded school has a nine-months term and ten-year course. Mr. D. L. Ellis has been its principal for the last five years.

The Bartow graded school has an eight-months term and twelve-year course. Mr. William Hood is its principal.

STRAY NOTES.

To come back to the assemblage of the superintendents in Jacksonville, a few stray notes can only be added. The Southern educators were not out in as great numbers as was expected; one of the good reasons of coming here was the expectation of meeting a great number of them.—The Educational Press held several meetings. Pres. Dougherty said the whole business of informing the teachers of the meeting of the N. E. A. at Buffalo would be turned over to the educational press. The text-book publishers were ably represented.

The mercury was down to 32° on Monday; then it grew warmer; on Friday it was down to 32° again. This rapid change is about as bad for my "grip" as New York climate and I shall probably go further South.

A. M. K.

The Educational Outlook in England.

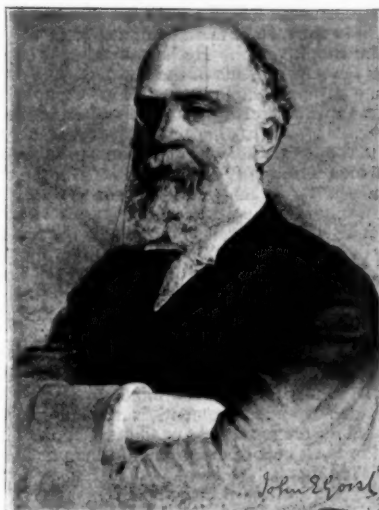
[SPECIAL CORRESPONDENCE.]

Imperial Parliament opens its session to-day and eyes will be turned from many quarters of the world to watch with interest the course of events there.

First and foremost everyone will fervently desire to see a definite seal placed on the brotherly feelings between your country and mine, which have been intensified since the alarming days of unrest of a few weeks back. The remarks of THE SCHOOL JOURNAL as to the behavior and power of school teachers during the crisis were received with great approval here and were reproduced in more than one paper with words of hearty approbation. Everyone of stability is now desirous that such an unhappy strain may be put beyond the reach of possibility in the future. May Providence overrule all for the good of the great American and English nations!

But the eyes of your readers will also watch the action of the House of Commons in its endeavor to remodel the fabric of national education in England against which such furious assaults have been made during the last few months. It is a foregone conclusion

that an Education Bill will take a front place in the consideration of the Common's House this session, and much speculation is rife as to the extent of the new law.



SIR JOHN GORST,
Minister of Education, England.

I suppose if the government could really follow its own bent it would prefer to leave matters as they are, but events are too strong for that; too many claimants and supporters are knocking at the door, to whom many and deep pledges have been given. The papers have teemed with proposals, drafted by different representative bodies, and emphasized by influential deputations. In the course of the battle several of the schemes have been swept away; it is generally taken for granted that the additional 10% grant per head to all schools, proposed by the national union of teachers is outside practical politics; the same may be said of the archbishop's proposal to make all teachers practically civil servants by direct payment of salaries by the government.

The only items which are tolerably certain to be proposed in the new measure are the abolition of the 1½ limit, and the relief of schools from the payment of rates. The first of these has always been logically indefensible; it amounts to a fine on efficient schools for being poor. But of course legislation will have to go far deeper than these two points to give anything like satisfaction; further financial relief will be required by the supporters of the voluntary schools in excess of anything granted to board schools.

And then there is the religious question; this will tax the wisdom of the government to the utmost and scarcely admits of a satisfactory solution. One paper pretending to be well informed has foreshadowed a large scheme of county council grants and management and the speeches of Sir John Gorst, the education minister, certainly lends some color to this. For several years past the complete centralization of matters educational has been growing more heavy and unwieldy, with a corresponding bad effect on education itself. By the establishment of county boards of education a tremendous impetus and relief would be given to the schools, while local needs and requirements could be more easily met than by a cast-iron code and regulations common to the whole country. And legislation on these lines would be in accordance with the recent report of the Secondary Education Commission and render the settlement of this question in a year or two comparatively easy. It is therefore on these lines that I think impending legislation will proceed, the government laying down the general lines on which education is to proceed, leaving the details to be filled in by the county boards, who would also have to provide most of the money.

But many things may happen before the education bill passes into law and the government at any time may change its policy.

Compulsory Dentistry Lessons.

The success of the Ainsworth bill in the New York legislature and the consequent enormous expenditure for text-books conforming to its provisions, has induced an enterprising dentist to help launch a movement for the enactment of a law making special instruction in the care of teeth compulsory in all the public schools of the Empire state. He has already gotten out a text-book meeting the requirements of the new bill. The movement is in charge of the unsuppressable Hon. "Tim" Campbell, who evidently expects to win laurel with it to serve him in the next congressional election. He is thoroughly in earnest. There is a bill pending in the legislature which he wants to have so amended as to require the teaching of 'popular essays on the care of the teeth and mouth.' Assemblyman Adler is said to have agreed to push Mr. Campbell's hygienic amendment. The *Sun* which has investigated the ex-congressman's "new bid for fame," reports that by the use of a few capital letters the proposed amendment quoted above becomes the title of the text book mentioned. When Mr. Campbell's attention was called to this he said: "That's all right; but I don't put M——'s name in the bill. That wouldn't do."

The argument which is made in favor of the bill is "Cleanliness is next to godliness," and as the majority of the state's legislators had this firmly fixed in their minds by the copy-books of old and by Pear's soap advertisements, it may help matters along.

Mr. Campbell is anxious to have the text book of his dentist friend placed in the hands of every child in the public schools of the state. "That book," he is quoted in the *Sun*, "has been adopted by the board of education, and I've got the Washington board of education interested in it. It's just what is wanted, and we're going to have all the school children studying it."

In the preface of the book the author expressly states that he has labored to cultivate simplicity of language in its preparation as he intended it for schools. The "simplicity" of the language is clear from this quotation: "Staphylophary, which means saturating, or sewing together, was the most common remedial measure," and from the easy technical terms which are introduced such as "obtrurator," "stomatitis," "silex," "kaolin," "tetanus," "necrosis," "perosteum," "necrosed jaws," etc. There is said to be a chapter in the book of advice to expectant mothers, and a discussion on the administration of nitrous oxide to pregnant women. But Mr. Campbell after reflecting on the objections that might be raised, thought that these features might be eliminated in a revised edition. If that amendment is only passed the rest will take care of itself. And as to the mysteries of the technical terms, why Mr. Campbell is confident "the children will get on to them quick. School children are brighter than most folks give them credit for."

"Curfew Shall Not Ring To-night."

NEW YORK CITY.—The Boys and Girls' National Employment Association are trying to have a law passed which shall compel children under sixteen to be indoors by nine o'clock P. M. in summer and eight in winter. In Lincoln, Nebraska, a bell rings the children indoors, and any unlucky youngster found in the streets after the ringing of the curfew is liable to arrest. Mrs. John D. Townsend, of this city, as agent of the association, thinks the police will be able to enforce the law without ringing bells. The board of health has condemned the bill on sanitary grounds. If Mrs. Townsend could have any idea of the homes of some of the children in the crowded east side tenements she would see that they are infinitely better off under the sky, getting a whiff of sea breeze, instead of stifling under low roofs. Those who know whereof they speak say that if a bill of this kind were to be passed the mortality among the children of the poor would be four times as great as it is.

Monkeys Help the School Census.

LONDON, ENG.—An unique plan for ascertaining the number of school children was tried in a certain school district in this city. Two monkeys gaily dressed, accompanied by a brass band, were driven through the streets of the district. Crowds of children followed and at last the procession stopped in a park, and while candies were given to the children the school officers took their names and addresses. The returns showed that over sixty parents had kept their children from school, reporting that they had none. The school has been increased by 200 pupils.

Changes in the New York School Law.

ALBANY, N. Y.—The state superintendent has introduced a bill into the assembly in which the age limit is reduced from twenty-one to eighteen years. It also provides against engaging a teacher under eighteen, and suggestions are made for the instruction of teachers and kindergartners in summer schools. The most important provision regards school commissioners. "No person," says the bill, "shall be eligible to the office of school commissioner who does not possess one at least of the following qualifications: First, a graduate of some college or univer-

sity; second, a graduate of a normal school; third, holding a state certificate; fourth, holding a first grade certificate under the uniform system of examinations; fifth, holding a certificate of graduation from a teachers' training class."

The New Scripture Book.

CHICAGO.—The copy for the new Scripture book which has been compiled from the Bible, is now in the hands of the printer. This movement was begun by the Chicago Women's Educational Union about a year ago, its aim being to make an abbreviated Bible which should be composed of selections from the Bible which are particularly valuable on account of their literary and ethical bearing. In order to make the work perfectly non-sectarian, the committee appointed was composed of various religious beliefs. Now that the existence of the book is assured it remains to be seen if it will be adopted by the board of education.

Another Bible is being widely discussed in Chicago, that is the "Woman's Bible," according to Mrs. Elizabeth Cady Stanton, Mrs. Elizabeth A. Reed, widely known as an oriental scholar, and author of works on Persian and Hindoo literature, read a paper before a large number of Chicago educators, which gave a critical analysis of the new Bible, showing the perversion of texts and historic bearing. Many scholarly women denounce the book, and it fared hardly at the Woman Suffrage Convention at Washington.

Nursing Patriotism.

CHICAGO, ILL.—During the last eight years Mr. W. E. Watt, of the Graham school, has been teaching patriotism in a practical way, by the use of portraits of patriots and lectures upon their lives. Two years ago, through the liberality of Mr. E. A. Wood the patriotic work of the Graham school was extended to all the eighth grade children in Chicago. Central Music Hall was hired and lectures on Washington and Lincoln given to crowded houses. The house of Siegel, Cooper, & Co., realizing the value of patriotic training, has generously set aside a fund of \$12,000 to secure to Chicago children who have studied history the benefit of the course without expense.

Mr. Watts is pledged to employ his vacations and leisure time in collecting material for a new lecture each year. This year Mr. Watts' young Chicago military band composed of fifty members from the Graham school plays patriotic selections at these entertainments.

Problems and Opportunities of Superintendents.

WORCESTER, MASS.—At the twenty-first meeting of Massachusetts Town and District Superintendents' Association Supt. G. A. Stuart, of Chicopee, read a paper on "The Problem of the Elementary School." He showed that the province of the elementary school is to teach all it is now attempting to teach. In a word, the whole course should be the best planned, so that ideally, at least, each pupil, at any time when he is obliged to leave school, will have gained the best equipment for life that he could have gained at this period. If this equipment can be gained, both by a study of modern and ancient languages, instead of old English, so much the better, but he would not in the zeal for new things fail to consider the interests of the great mass of children who never pass beyond the primary grades.

President Eliot, of Harvard university, spoke on "Opportunities of Town and District Superintendents."

"One of the great opportunities lying before the superintendents of the present day is that of improving university methods of teaching. The problem of a universal education to fit men for a general life is new, and one of the greatest that now confronts the American teacher. Let us consider for a moment the great change that has only recently been made in the teaching of spelling, reading, writing. They are now being taught together, where in former years they were known almost entirely as distinct and separate studies. We are just now beginning to take up the study of upright handwriting, a thing that is most advantageous."

"Another great opportunity for you is in informing the people of the great exaggeration arithmetic has in the problem of education. Still, in some schools, arithmetic claims from one-fourth to one-sixth of the entire time of the pupil. It is a fearful exaggeration of what is not really a practical subject. This curiously useless subject still continues to use up altogether too much of our time. Another opportunity is to introduce the study of geometry earlier into the life of the pupil. The intellectual force of geometry as a means of development has always been recognized, but in our own country the subject of geometry has been neglected grossly, and many of the so-called practical men of the country do not begin to lay sufficient stress upon the subject. An idea of quantitative geometry is of great use to both eye and hand."

"The teaching of geography is one of the most abused subjects in the school curriculum, especially political geography. A great deal of time is devoted to geography, and nobody pretends to know about it in after years. Geography is probably the most fascinating subject for children that there is, if it is properly taught. But to a proper teaching of the subject, special apparatus, in the shape of photographs, raised maps, atlases, and globes, is necessary. There is no good teaching of geography without apparatus, and superintendents should do whatever they can to secure the proper appliances. Methods ought to be introduced into Massachusetts for equipping the schools with suitable apparatus for the work."

"Perhaps the most important result of three, four, or six years' attendance at school is to acquire a taste for good reading. We see many children who have not got that taste for reading during the attendance at school, and who will probably read nothing else beside a newspaper, or

possibly the current magazines, in after life. If I were to make a test of good schooling I should see that the pupil had a taste for good reading. The question is how you can make the school work inspire the taste for good reading. It seems to me that in the last few years those much-abused and sometimes mischievous people, the publishers, have done much to accomplish that purpose, and enable school superintendents to give their pupils a great amount of varied reading. The publishers have supplied the school systems with masses of good literature at low prices, and this seems to me to be a very pleasing feature. No reading is good for children in my mind if it is not entertaining and stimulating.

"I mention next a duty of superintendents which is not highly developed in these days, namely, causing systematic records to be made of the mental, moral, and physical qualities of the pupils. I have never seen but one school in which that system was tried and that was in California where it met with great success. There is also connected with the work of the superintendent in the rural districts a need of the study of the families of the town. This, I believe, is a legitimate and necessary function of the rural school superintendent. There is no better way of winning power in the community than of interesting oneself in the children of the leading families. Then there is the function of searching out the children of the town whose education ought to be prolonged. It is an easy matter to recognize early that some of the children are bright, moral, and energetic, and their faculties should be further developed by courses in some advanced institutions. I know of no sentiment that is stronger to the child than that which he feels when he has grown up toward the person who set him in the way of intellectual advancement.

"I believe that the superintendents should be ordained by the commonwealth, and that we want to have a better selection of teachers. One great hindrance to the solution of this problem is that in many of the country towns the school is in charge of the selectmen, and, they often out of the kindness of their hearts, place one of the girls of the town over the school because she may have had trouble in the family and is in straightened circumstances. This policy cannot help being detrimental to the children who come under her instruction, unless she is qualified for the position, and does not gain it simply from personal reasons. Superintendents of the country schools should urge the appropriation of more money for the carrying on of their work. Although we already spend much money for our schools we have need for a great deal more, and the most urgent need is for the lower grades."

Mr. J. B. Tice, of Wrentham, read a paper on the same subject as President Eliot's, in which he would have the superintendents assume a more dictatorial policy over their teachers, visit the schools oftener, and question the teachers regarding their methods.

A discussion of "Supervision as a State Policy" was opened by Hon. Frank A. Hill, of Cambridge, who expressed himself as in favor of the plan, and gave statistics of towns which had no supervision. He showed a set of articles which aimed to make state supervision of schools mandatory.

The association heartily approved extension of supervision by superintendents to all the public schools of the state, and urged its early consideration by the proper authorities.

Florida State Teachers' Association.

The teachers met at Jacksonville, Feb. 17. J. H. Fulks presided. State Supt. Sheats gave an address. For the ensuing year Harry E. Graham, of Funiak Springs, was elected president; vice-president, Mrs. Bessie B. Philips, Eustis; secretary, M. J. Turner, Anthony; treasurer, D. L. Ellis, Kissimmee; executive committee, Mrs. Bessie B. Philips, Miss Rose E. House, Prof. Knibloe, J. C. Compton, Dr. O. Clute, Dr. C. P. Walker, Mrs. L. F. Philips, J. B. Parkison, J. T. Mallicoat, and finance committee, J. C. Crompton, Miss Clem Hampton, and B. C. Graham.

THE TEACHER'S VALUE.

Dr. J. L. Curry, agent of the Peabody fund, said: "I have found that everyone is in favor of everything that tends toward the advancement of educational interests until the point of taxation is reached, and then the subject is dropped. Laws should be passed allowing a proper amount for salary, and the school term should be made longer.

"If the teachers should exert their influence toward an increase of salary they would certainly stand a good chance of getting it. A higher standard among the teachers would follow.

"I make bold to assert and say that every child in the country—white, black, or any other color—has the inalienable right to the fullest development of the intellectual faculties that can be obtained.

"Some people say that the negro should not be educated. I assert that to deny the right of education to any human being made in the image of God is blasphemy against the divine Creator, and I stand ready to contest this with any one that will take the opposite view."

It was decided that the next meeting should be held at Ocala on December 28 and 29.

The committee on resolutions resolved that in the death of ex-School Supt. Albert J. Russell we recognize the loss of one of the truest and best of Florida's educators, as a friend of the teachers and of the children of the state, and a man full of power, gentleness and love; that we lament his death as only those who knew and love him can do; and we cherish and venerate his memory; also to indorse the progressive and business-like administration of State Supt. W. N. Sheats, and that the best interests of public education in Florida demand his retention in his present position at least four years longer.

For an account of the meeting of the Department of Superintendence see page 242.

N. E. A., and Other Meetings.

STATE DELEGATIONS AT DENVER.

It is estimated that more than 12,000 persons attended the N. E. A. meeting at Denver last year, of whom 11,297 paid their membership fee. Illinois sent the largest number of delegates—1,495—and now leads with an average annual membership, for the past eleven years, of 600. Four other states were represented at Denver, with a membership exceeding 1,000—they are Kansas (1,171), Colorado (1,136), Missouri (1,113), and Iowa (1,086). Among the Atlantic states New York heads the list with 521 members; Pennsylvania, which is second sent 432. South Carolina's claim to a place at the end of the procession cannot be disputed; she was represented by exactly one solitary member. North Carolina is credited with five members, which is as much as the combined representation of Idaho and Nevada.

"LEAVE ME OFF AT BUFFALO!"

The meeting to be held at Buffalo in July next promises to draw an attendance of at least 15,000. The proximity of Chautauqua and Niagara Falls alone will induce thousands of teachers to take advantage of the favorable railroad rates offered to those wishing to attend the Buffalo convention. Canadian educators, it is predicted by an enthusiastic friend of the N. E. A., in Her Majesty's Dominion, will be there at least 500 strong. Minnesota wants the association to avail itself of her hospitality in 1897 and efforts are being made to send a delegation to Buffalo which, in point of numbers, will excel that of any other state. One hustling Gopher writes: "We will have 1,200 rooters in Buffalo to whoop it up for Minneapolis in '97." A Pennsylvanian to whom this letter was shown said: "You tell S. if the Gophers want to beat our state they must send at least 2,000 people. The N. E. A. was organized in Philadelphia in 1857, and it strikes me it ought to celebrate its fortieth anniversary in the city of its birth. We Pennsylvanians are somewhat slow to act, but we'll get together before the Buffalo meeting and work up a movement to capture the association for the City of Brotherly Love in 1897; and when we once decide to want a thing we generally get it." In several other states the boomers have begun to work in earnest and the outlook for the Buffalo meeting is most promising. THE JOURNAL would like to hear of all cities which will invite the N. E. A. for 1897.

Announcement of Association Meetings.

- March 12, 13, 14.—Southeastern Iowa Teachers' Association at Ottumwa. A. W. Stuart, Ottumwa, president.
- April 1-3.—North Nebraska Teachers' Association at Fremont.
- June 23.—Texas State Association of Colored Teachers at Corsicana. W. H. Broyles, Hearne, president.
- June 23-25.—Thirty-fourth annual meeting of the Missouri State Teachers' Association at Pertle Springs. President, J. M. White, Carthage; Sec'y., E. D. Luckey, Ellettsville School, St. Louis.
- June 24-26.—Thirty-fourth annual meeting of the University Convocation of the State of New York, Albany, N. Y. Supt. Leigh R. Hunt, Corning, N. Y., Chairman.
- July.—American Institute of Instruction at Bethlehem.
- July 1, 2, 3.—Fifty-first annual meeting of the New York State Teachers' Association at Rochester. President, J. M. Milne, Oneonta.
- July 7-10.—National Educational Association at Buffalo, N. Y. President, Supt. N. C. Dougherty, Peoria, Ill. Secretary, Irwin Shepard, Winona, Minn.
- Oct. 14, 15, 16.—Fourteenth annual meeting of the State Council of Superintendents at Utica.
- December.—Holiday Conference of the Associated Academic Principals at Syracuse.
- December.—Fourth annual meeting of the Association of Grammar School Principals, at Syracuse.

Leading Events of the Week.

The president of Ecuador appeals to the queen of Spain in behalf of Cuba.—A combination effected of several big gun-making establishments of the United States.—Gen. V eyler issues a bloody manifesto against Cuban insurrectionists, a dozen offenses being made punishable by death.—England will arbitrate the Venezuela case, but wishes to treat directly with the United States.—A bomb exploded by anarchists in the garden of the royal palace in Madrid.—All the powers recognize Ferdinand as the lawful ruler of Bulgaria.—Gold extracted from the sand at Gloversville, N. Y.—Pom Kwan Soh, the new Korean minister, presented to President Cleveland.—Two ships—*Monednock* (monitor) and the *Kahtadin* (ram)—added to the U. S. navy.—A comet coming straight towards the earth.—Commissioner and Mrs. Booth Tucker appointed to succeed Commander and Mrs. Ballington Booth in command of the Salvation Army in America.—The Republicans in the U. S. Senate give up all hopes of passing a tariff bill during this Congress.—The emperor of Germany favors the building of more warships; he also takes occasion to praise his grandfather.—The Armenians in Zeitun in a very destitute condition.—Ex-President Harrison to marry Mrs. Dimmick in New York city April 6.—No reforms have been made in Armenia and Macedonia, and it is said none will be made during the lifetime of the present sultan.—The appropriation of \$250,000 for sectarian schools among the Indians is stricken out.

Superintendents Meet.

N. E. A. Department of Superintendence.

The annual meeting was held at Jacksonville, Fla., Feb. 18, 19, 20. An address of welcome was delivered by D. U. Fletcher; this was responded to by State Supt. W. N. Sheats who alluded to the remarkable educational interest in the Northern states, and hoped the meeting would stimulate Florida to follow the example; he gave figures to show that the state was in advance of several Southern states. Pres. Jones responded; the visitors were to be put in four classes: (1) Those who knew not, but did not know their ignorance; (2) those who knew not and were aware of it; (3) those who knew and sought for more light; (4) those who knew and could impart their knowledge. It was the belief that the majority were of the last variety.

Problems of Detailed Supervision.

TRUE FUNCTION OF SUPERVISION.

Supt. C. A. Babcock, of Oil City, Pa., said:

"The superintendence of all kinds of work divides itself into two parts—first, the object to be gained must be conceived; and, second, the means necessary to the attainment of the end must be used. The two functions of school supervision consists in the formation of a right ideal of education, and in the use of the best means to realize that ideal.

"The ideal accepted will determine to a great degree the character of all the means to reach the end, just as a knowledge of the destination will control even the first steps of a journey.

"Many, perhaps the majority, regard education as a value only for its utility, and would limit it to those subjects that are of immediate use in the practice of some craft, or to the knowledge that is essential to the carrying on of business.

"It is the function of the supervisor to use the means necessary to the realization of the ideal or to organize courses of study, and to see that they are adapted to the varying capacities of children. This requires, first of all, a knowledge of children."

Supt. F. Treudley, of Youngstown, O., followed in discussion:

"The methods and the materials to be used must be considered. The material is the human mind. The function of the teacher is divine. The work of rousing in the mind of the child the germ of power is a work divine. The great evil of supervision in this country is the placing in power of men whose positions are secured by political influence, and who are totally unfitted for their work. It is the association of teachers under the authority of supervisors who are mentally their inferiors. Better an army of deer, led by a lion, than an army of lions led by a deer. Education is the sensitizing of a soul to whatsoever things are great and good, come from whatever source they may.

"The great objective point of the supervisor's art and power must be the teacher, for whom he must have sympathy and to whom and whose work he must apply the law of compensation; to some are given gifts of intellect, so that they can 'rightly divine the word,' to others is given the power to apply truth. The supervisor, in common with the teacher, must dwell with children if he would receive perennial strength."

Supt. J. H. Phillips, of Birmingham, said:

"The supervisor must have ideals not only of books and methods, but also of administration. He must be a man of practical experience. He must have influence with his boards of education, for often the character of the work done by the board of education is determined by the character and force of the superintendent. By teachers' meetings he tries to increase the efficiency of his teachers; his chief purpose is to stimulate his teachers to a more energetic, thoughtful, and intelligent work through a better understanding of the child, and of the general principles that underlie successful teaching, to inspire them with a greater enthusiasm and love for the work, and to foster a stronger *esprit du corps*.

"Shall the superintendent present what he thinks to be the best method of teaching a certain subject, and insist that his teachers shall strictly follow his methods? Dare he, without the searching test of school-room experience, insist that all of his teachers must sink their individuality, and rigidly follow his method? Such a course would almost certainly invite failure, and would indicate on the part of the superintendent a sublime confidence in his own infallibility."

THE GRADE MEETING.

Asst. Supt. E. C. Delano, of Chicago, said that the main defects of the graded system were want of uniformity among the teachers; also a want of unity in efforts; also a mechanical teaching. To impart right methods and a right spirit must be the constant effort so that all shall work together for a common end.

Supt. H. E. Kratz, of Sioux City, in discussion said that a few years ago the iron rod of uniformity was in the hands of the superintendent. Are we not in danger of an opposite extreme? There is a need of preserving the individuality of both pupil and teacher.

COURSES OF PEDAGOGICAL STUDY.

Supt. W. S. Sutton, Houston, Tex., discussed the practical employment of courses of pedagogical study with a view of improving a corps of city teachers. He said there were three classes, the informed, the uninformed, and the misinformed. Even the first class has need of professional improvement.

There yet abounds too much faith in the hoary-headed heresy that the teacher is born, not made, and this faith causes many a school board to employ men and women without professional training, and to pay scholars rather than teachers for work that mere scholars cannot do.

"In suggesting plans for progress it may be assumed that but one course of study is pursued by a teachers' institute during any one year for these reasons:

(1) "Pedagogical study must be confined to limits corresponding with the teachers' limitations in time, opportunity, and general condition.

(2) "Everyone employed as a teacher in a city school should certainly possess natural and acquired powers sufficient for the achievement of a normal degree of progress in the investigation of educational topics.

(3) "The constant aid of the more capable teachers is needed in the correction of the misinformed and in the guidance of the uninformed.

(4) "The progress of the informed class, including the superintendent, depends largely upon the activity of its members in aiding the advance of the uninformed and the misinformed.

"The organization of volunteer classes to pursue courses other than the one prescribed should be approved, and still other courses for private, individual study should be commended; nevertheless, one course, upon which the talent and much of the time of all of the teachers may be directed, not only concentrates their power, but also gives unity and consistency to their work."

Rural Education.

Prof. B. A. Hinsdale, University of Michigan, said education is a social function. Among the factors are numbers, to create interest; homogeneity; wealth, money earning, power. But there are other factors, such as public spirit. In Michigan twenty-one per cent. in the rural districts were illiterate; in the cities fourteen per cent. over ten years of age were illiterate. Centralization is the only cure; small districts must be united.

Supt. L. B. Evans, of Augusta, Ga., in discussion declared the cure to be in making the county the unit.

In Richmond county where Augusta is situated the same qualifications are required in teachers for the rural districts as for those of the city. As good work is being done in county schools ten miles outside of the cities as within them. We believe firmly in the proposition that a county school is entitled to as good a teacher as the city school. The teachers are treated as nearly alike as possible, and are paid about the same salaries. We draw no distinction of locality. First-class work is worth as much twenty miles from town as in the heart of the city. All schools run for nine calendar months. They begin and close at the same time.

DISCUSSED AT LENGTH.

The reading of this paper was listened to with the most intense interest, and it was interrupted by frequent applause and by an occasional question from some. Further discussion followed by Supts. W. W. Pendergast, Minn.; E. B. Prettyman, Maryland; N. C. Shaeffer, Pennsylvania; H. G. Weimer, Allegany county, Maryland; A. D. Worthington, Hartford county, Md.; Withcomb, of Lowell, Mass.; Henry Sabin, Iowa; Goss, of Indianapolis; and Bouton, of Pittsfield, Mass.

The Vocation of the Teacher.

President J. G. Schurman, of Cornell university, said:

"The most potential factor in the teacher is the social environments in which he is born. In a large measure, we are all the essence of this environment. The child has a capacity for something higher than absorbing and assimilation, and it is to develop this that the teacher is necessary. No business in which men can engage equals it in delicacy and significance to society. A teacher is a fellow-worker with the Creator. The responsibility of a teacher is enormous, as the work is done when the child's mind is in its most plastic state. If this is the end of education, we must have a select class to perform the functions.

"Nothing is more fatal to a teacher than mental stagnation. A teacher should possess an encyclopedic interest in everything, and an insatiable thirst for knowledge. He who has ceased to have this thirst has ceased to be a good teacher.

"The crown and glory of all the qualifications of teachers is to love the children. No one has ever succeeded, no one will ever succeed, and no one can succeed as a teacher who is not loved by the children.

"The teacher who loves and is loved gains an insight into the children's ways. Children have a self-centered life of their own; they have their own way of thinking and feeling. Neglect to study children is one of the sins of the profession.

"The idea of selecting books and then making children study them—books that the children do not like, or will not become interested in—will soon fade away. Progressive teachers are using books that are the children's ideal, and this, to coin another new word, is what I call *pedocentric*.

"The time is not far off when children will be treated as independent individuals, and the work will begin with a study of the children and a deep insight into their natures and dispositions. The business of the teacher is not entirely to instruct but to love. A sound character and a loving heart are the substance out of which good teachers are made.

"Great stress should be laid upon the scholarship and professional qualifications for the work that the teachers presume to undertake. It is just as difficult to-day, with all the public instruction, as it was 2,300 years ago, to get a competent teacher.

"The profession of teacher should be lifted to a position among the learned professions. We are not yet a profession.

"A drawback is the shifting ranks in the teachers' line; men enter the rank temporarily, and then three-fourths of the teachers are women, and of course they marry—this partly explains the shifting.

"I believe that so far as qualifications of school teachers are concerned, mistresses of elementary schools should be graduates of a high school, and the mistresses of a high school should be college graduates.

"No one can teach all or one-half of what he or she may know. Teachers should keep at least four years ahead of the pupil.

"A hope and dream that I have cherished is that at some time a higher college for teachers shall be started—a department similar to the present law and medical departments of universities where nothing but sociology, logic, ethics, educational economy, etc., will be the course, and the course to last two years. I may be too sanguine, but, like Plato, I am a man with aspirations."

Education in the South.

Prof. Edwin A. Alderman, University of North Carolina, said:

"We are not of one mind as to how the great need in the South shall be supplied. The most potent conceivable agent is the state which is concerned, and surely is responsible for its own life. To concede the state's right to educate in the primary education, is to concede it in the higher. Higher education simply means more education, better education, complete education for a complete life."

Co-ordination, Correlation, and Concentration.

THE FIVE CO-ORDINATE GROUPS.

Dr. W. T. Harris, U. S. commissioner of education, said, in discussing the need of co-ordination of studies, there were five independent groups of studies represented in the common elementary school, by arithmetic, geography, grammar, history, and literature:

"No one of these branches could be a substitute for any of the others, nor could any one of these groups be spared from the school education of the child without depriving the child of needed insight into the world in which he lives. Two of these studies—arithmetic and geography—relate to nature; mathematics deals with the abstract laws of matter and motion, and treats of what is inorganic; while botany, zoology, and the like branches, which form the chief topics in geography, deal with life, or biology. The method of studying living beings is different from that of studying matter and force. We study living beings, plants, and animals through evidences of purpose and doings; but matter and force are studied as mere quantities or externalities. Hence the quantitative study of nature in the form of mathematics, natural history, and chemistry, must not be carried over into biology. Nature has these two phases and two groups of studies for the school.

"In studies relating to man there are three groups. History shows us as individuals united into social wholes, or nations. It shows us how little selves can form big selves, and be mutually helpful. The big self, or nation, has the right of life and death over the individual, but in the main it is an institution that exists to help or aid each and all. The progress of human history is from the social whole that is all in all, while its citizens are merely zeros to the modern state, where the individual citizen has been endowed by the state with all of his freedom, so that each man reflects the state and realizes its power in his own independence.

"It is evident that the method of mathematics and physics is not a proper method for the study of history; nor is the method used in biology much better. Buckle, in his history of civilization undertook to explain history through physical changes, and made far-fetched explanations without seeing the most obvious spiritual causes. In biology the whole animal or plant is not fully revealed in each part. The higher animals and plants show the greatest difference between parts and whole. But in history, it is the opposite—the lower types have the greatest difference between the social whole and the individual citizen. The progress in history is toward freedom of the individual and to social self-government.

"In grammar and philosophy we have a fourth group of studies, which study the structure of mind as revealed in language. Logic is a similar study, and psychology, too, belongs to this group. It demands a different method from history and biology or mathematics. It discriminates activities of the soul as expressed in the form of language and in the functions of the parts of speech. The grammatical method is of no use in the study of history or literature, although of great importance in itself.

"Literature is the fifth of our co-ordinate branches, and requires a new method different from all the others; for it makes art structures, showing how the feelings in the soul rise into convictions, and then become deeds. It shows the deed returning on the doer. To praise a work of art, is not an adequate method of studying it. But the method of studying literature is not, on the other hand, an adequate method of studying language or psychology, or history. It takes all of these branches, each studied in its own way, to give the child his proper school education."

A DIFFERENT VIEW.

Prof. Herman T. Lukens, of Clark university, on discussing this subject said:

"Undoubtedly a grouping of studies is the best solution of an overcrowded curriculum. Grouping brings out relative importance and secures perspective. The course of study can be expanded by differentiating the studies in each group, or, it can be contracted by limiting their number, and in either case the curriculum remains organic, complete, and symmetrical. Dr. Harris seeks a basis of the received course of study in a classification of the external culture-material. His way of classifying subjects relating to man has something very fetching about it, but the scheme lacks completeness, for, besides the five groups, there are extras, like industrial drawing, manual training, music, physical culture, etc., which are not provided for in the classification.

"This plan of co-ordination is merely a classification of the external knowledge, and this is my first objection. I believe Dr. Harris is here laying emphasis on the wrong side. The expression, 'these five groups are five windows of the soul,' seems to me misleading. They are five external fields of knowledge and they have nothing whatever to do with the question of what mental powers are exercised in their study.

"The plan attempts to form an exact correspondence between the 'symmetrical whole of the studies in the world of human learning' and 'the range of studies demanded by psychological symmetry.' The assumption is not true. Mind, like the body, has its growth periods, and that mental growth is not symmetrical. Contrast for a moment the cross section of the curriculum here advocated with the longitudinal section as sketched in the famous eighth book of Aristotle's *Politics*. First comes care of the body in infancy. Later, in boyhood, the care and training of the passions. At puberty three years are to be spent in severe discipline of the intellect, after which a course of hard exercise and strict regimen, practical affairs of state, public and private business, are to be relied upon to train the will and make men of action.

"To my mind such a course of study raises far more vital questions than any considerations in classification of external culture material.

"I do not see how any one who appreciates the difference between external whitewash and internal culture, and is thoroughly in sympathy with the present movement for child study in education, can think that an objective classification of knowledge is the main question concerning the curriculum. The stages of growth in the child, its nascent periods for language, music, drawing, etc., the collecting manias, the spontaneous interests of the child, the best period for hard discipline of the intellect,

whether as Aristotle says, just at the beginning of the puberty or, as others think, later after the first onset is passed and the second emotions and expanding aspirations of adolescence have begun to well up in the soul—these are pressing questions that must yet be settled by patient, honest study of the realities with which education has to deal. I do not believe in staking the bounds of human knowledge.

It was now evident to the audience that a pedagogical battle was impending. Dr. Harris had said the end was to make the child a member of the state and fit him to understand the civilization in which he was. Prof. Lukens representing a view of the school as a means of developing the natural forces of the child had entirely dissented and had stated his side.

Supt. Gilbert presented a paper on

POSSIBLE CORRELATIONS.

(This will be found elsewhere almost in full.)

FURTHER DISCUSSION.

Supt. Soldan, of St. Louis briefly but earnestly supported Dr. Harris.

Pres. Schurman, of Cornell university, declared his confidence in the power of language to effect an education of the right sort, thus far favoring Dr. Harris.

Pres. Hervey, of the Teachers college and Prof. McMurry, Illinois normal school, presented aspects favoring the "new" views.

Dr. B. A. Hinsdale attempted to act as mediator, but his leaning toward the position of Dr. Harris did not make his views acceptable.

SCHOOL STUDIES AND CHARACTER.

President Charles DeGarmo, of Swarthmore college.

(The point of interest in this paper was that President DeGarmo claimed that those charged with the education of youth should revise their conceptions of the kind of character it is desirable to promote in the schools.) He said, the current ideals of character in society are essentially non-social; though natural and right in the primitive stages of society, which prevailed in the first settlement of this country, these ideals are quite inadequate under the present conditions of population and occupation. More than we need to construct a theory of conception do we need to reconstruct our theory of character. The European ferment during the seventeenth and eighteenth centuries drove the strong independent characters out of that continent into the wilderness of the New World. Here the essentially primitive conditions that prevailed for 250 years developed all the initial non-social instincts among the strongest members of a strong race. These primitive ideals of character are found on every hand, even in our oldest cities, and they are almost universal in rural districts. The effect on such conceptions is seen the attitude of the non-social man toward the public welfare. He demands all sorts of personal privileges, and as readily grants them to others. It is all one to him if one man chooses to keep a cow and another a saloon. If the water supply is foul or inadequate, he seeks to protect himself by buying a filter or bringing water from a spring. Primitive morality pities the beggar, but acknowledges no responsibility for removing the conditions that give rise to beggary. It refuses to be taxed for public improvements, but allows private corporations to fatten on public extortion. It resists compulsory education in the name of individualism; it annuls the efforts for reform by the few; it dispels civic patriotism in the form of co-operative labor for the general welfare. By a national patriotism in the form of enthusiasm for war. So long as our present non-social ideals of character prevail, first in the school, and later in the community, so long will our municipal reforms prove to be both ineffective and transient. They are brought about through the infinite labor of the few, only at the next election to relapse into the former state. The three essential things in this connection are vital knowledge, rational correlation, and new conceptions of character. As in the cities, there is the greatest need for these new ideals, so in the cities are to be found the best opportunities for realizing them.

ISOLATION AND UNIFICATION.

Prof. E. E. White first referred to the discussion in regard to correlation, co-ordination, and concentration in school discussion as a Babel of ideas, if not of tongues. He defined isolation as a separation of one branch of study from other branches and to instruct and teach it in a separate exercise. Unification was used in a contrary sense, meaning the union of two or more branches of study in such a manner as to make them one branch, with a common sequence of facts, and taught with a common end or purpose.

"Isolation in the first degree has all branches taught separately throughout the course; second degree, general isolation, with incidental blendings, especially in primary instruction, including the language arts; third degree, co-ordinate branches, for development and drill, with rational blendings of allied subjects.

"Unification in the first degree would have all branches united in one organic whole with a central core. Second degree, groups all branches united in two or three co-ordinate groups, each with a central core, incidentally isolation of branches for special development and drill; third degree, allied subjects, at points of close relation, especially in elementary instruction with isolation of all co-ordinate branches, for special development and drill."

Dr. White said "the first degree of isolation was not worthy of consideration. The second degree represented the practice of the modern school. The co-ordinate groups of studies are isolated in instructions, except in the lowest grades, and the well-defined branches in each group are taught, as a rule, in separate exercises. An increased blending of the school arts is seen, however, especially in primary grades, the arts of reading, writing, and language having many close relations, and possibly inter-unions. Advantage is also taken of the natural relations between allied subjects, and these subjects have much incidental blending in actual instruction in many schools. But unification is not intelligently sought as an end. What is done in this direction is incidental, and only the more simple associations are attempted. Isolation is the dominant principle, unification being incidental and exceptional.

"Complete unification is the blending of all subjects and branches of study into one whole, and the teaching of the same in successive sections or inter-unions. When this union shall have been perfected by making one group or branch of study in the course the center or core, and subordinating all other subjects to it, the process is properly called the concentration of studies. In such a unification of subjects, the principle of sequence and development of the central or core study necessarily dominates the entire group, and the proper development of each subordinate group is sacrificed. Complete unification of school studies is neither practicable nor desirable."

Discussion followed by Frank McMurry, of Buffalo, and Charles McMurry, of Normal, Ill. It was emphasized that unification tended to train the judgment and isolation the memory.

ORGANIC RELATIONS OF STUDIES.

Dr. W. N. Hailmann, of Washington, superintendent of Indian schools, said:

"The liberation of the individual will is the aim of all educational work: the aim of human learning is the knowledge of man in his origin, his history, his environment, his constitution, and his destiny. Education lifts the will out of hereditary instinct into insight, free aspiration, and obedience. The essential of the child is soul. Every educational measure should stimulate in this soul self-active effort, and should tend to establish the conscious self-mastery of the soul."

"Self-activity, harmony, benevolence, constitute the three phases of the one law of method which requires that full educational measures shall stimulate into self-active life the entire being in harmony with benevolent purpose. This law guards the school against one-sidedness and fragmentariness, and against the vanities of erudition. It gives to thought the thirst of knowledge. It teaches thought to seek achievement, and presses achievement to urge for deeper thought."

"During the elementary period the child approaches his subjects from the side of the things with which they have to do, rather than from the side of their abstractions: he will deal with number, form, etc., rather than with arithmetic, geometry, etc."

VALUE OF THE KINDERGARTEN.

"The kindergarten, therefore, brings the child from the start into vital intercourse in social games with other children because these appeal most to his sympathy; through these it interests the child in objects of nature and art, and in the living things concerned in the games. At the same time, with the help of playthings which emphasize in their construction relations of number and form, it stimulates in the child's mind a vital interest in these relations, and leads him to make them direct objects of his concern. The kindergarten places the child amid the full stimulants of social life, but excludes all that might shock, confuse, or lead astray. It invites the child to respect and nurture life, and to love the symbolic human world of the kindergarten; and, on the other hand, enables him to reach speedily and clearly, simple fundamental number and form abstractions which afford him the keys to all future subjects of study."

"From the kindergarten the child enters the school eager to learn and to co-ordinate himself in active sympathy with all about him. He is ready to take up the specific, experimental study of number and form, as well as to appreciate the value of simple definitions and classifications. His interest in animals and plants gradually is intensified into the study of natural history and geography. At the same time, and throughout in the records of his work, the pictorial symbolism of drawing and coloring proves inadequate, and the child follows, with gratitude, exercises which are concerned exclusively with the development of skill in writing, reading, and language. Throughout this period, too, the rise of the plastic material of the kindergarten and of solid in exercises akin to art, touch the deeper springs of self-activity and benevolence and afford opportunities for the exercise of individual and social efficiency."

OPPOSING THE KINDERGARTEN.

Prof. J. M. Guillems, principal of the Jasper normal school, Fla., said there were too many studies resulting in smattering. Reading, writing, and numbers are the fundamental studies. Reading because it is the key to the treasure house of knowledge; writing, because of its practical value in everyday life; and numbers for both practical and disciplinary value. Let reading be taught as reading until the child has become a good reader. The student at the age of 10 years who is well grounded in reading, writing, and numbers, and the elements of geography, and who has been trained to concentrate his powers of mind and to take pleasures in mastering difficulties, to read good literature, to fear God and obey law, will be on the highway to success.

Child Study.

Supt. A. S. Whitney, East Saginaw, Mich., gave the results of his observation. One of the first results of the adoption and uses of kindergarten methods was the discovery that out of 5,000 cases tested, between 50 and 60 per cent. were found to have defective vision, and for these remedies were provided. A similar examination showed that from one-fifth to one-fourth had deficiency of hearing.

"Child study has had a very marked beneficial effect, upon the child, in that it has led to a better understanding of his growing powers and necessities, his period of strength and of weakness, and his physical defects and their remedies. It has also led to a keener appreciation of the physical repression and mental stultification to which he is constantly subjected and the enormous dangers arising therefrom, and to be more accurate, just, and equitable interpretation and manipulation of the motives governing his hourly conduct."

"Child study also has acquainted the teacher with the complexity of a child's physical and mental constitution, has magnified his concept of the child's individuality and emphasized the necessity of adopting instruction in both matter and method in conformity with it, and has brought him into more tender and loving sympathy with the child, and into more perfect teaching relation with the child."

INFLUENCE OF THE KINDERGARTEN ON HIGHER EDUCATION.

Supt. James L. Hughes, Toronto, Canada, in discussing this

subject first criticised Prof. J. M. Guillems, who, on Wednesday had condemned the kindergarten. He said:

"I do not see how any man in this enlightened age could give expression to such opinions. We were told that all those who believe in the kindergarten system were fanatics. There is no great educator in this country who does not believe in the system. It is an organic part of the educational system of France and Germany. I thought that the gentleman who so scandalously abused the system yesterday was a Southerner, but when he attacked the noble band of women who have devoted themselves to this grand work, I knew that he was no Southern gentleman. His native state of Indiana was the first in the Union to incorporate the system into its state educational system. Since the time of Christ, no agency has done more for mothers than the kindergarten. If he will carefully read the works of Froebel, he will come to the same conclusions that the rest of us have. Froebel studied what the child could do for itself. He discovered that play can be made a natural agency for the best development of its nature."

Turning to the main subject he quoted from several acknowledged authorities, and said:

"Dr. Harris says: 'Those who persistently read Froebel's works are always growing in insight and in power of higher achievement.' There is no teacher to whom this statement does not apply. No other educational writings bear re-reading so well as Froebel's because his insights were clearer, more comprehensive, more distinctive, and therefore more difficult of general comprehension, than those of any other writer. Men trained under old methods are unable fully to grasp his ideas, as they have no conceptions to which they can be definitely related. It requires experience and training to prepare the minds of teachers to apprehend Froebel's ideas. The next generation, especially those who are fortunate enough to receive a kindergarten training, will apprehend Froebel's principles more fully, and interpret him more truly than we can hope to do."

"The recognition of the sacredness of the child's selfhood led Froebel to discover the leading features of his educational system. It revealed to him the vital importance of the intelligent, systematic, and persistent study of the child. It made the child, and not the knowledge to be communicated to it, the focus of educational thought. It led him to make freedom and happiness the sources of productive interest and the essential conditions of child development. It taught him that the divinity in the child should not be passive or merely responsive to suggestion from others, but that selfhood should be made self-active—that is, active in the conception as well as the execution of an idea, in motive as well as in deed, in originating as well as in operating, in seeing as well as in doing—and realizing this he made self-activity the highest process of human development."

"The study of the child, reverence for its individuality, joyousness and spontaneity, true self-activity, progressive evolution, perfect community of feeling, and co-operation in action for the accomplishment of a common beneficent purpose; these are the essential elements of the spirit of Froebel's kindergarten."

Educational Ideals.

Miss N. Cropsey, assistant superintendent of schools, Indianapolis, on the subject "What Should the Primary School Accomplish?" said:

"Language studies are most important, because they relate the child to the civilization in which he lives, and by means of which he is to work out his development. The ability to read implies all culture, all life, all experience, and everything of which man can have any knowledge, may be translated into language. One can read only on the plane of his own intelligence, and can express only what he knows or feels. The school does not give an experience which will enable the child to make the best progress in reading."

"Three great teachers of men and of children—art, nature, and the industries (or useful arts), have been too little regarded in the schools. These cannot take the place of grammar, mathematics, and history. Art appeals not so much to the understanding as to the higher emotions and institutions, and rests upon the mind's power to create ideals and to create the external forms, which gives them adequate expression."

"Dancing, free play, and organized games should constitute a large part of the physical training of little children, but as the mind becomes more purposeful, the training of the will should be more severe through labor and systematic gymnastics. The elementary school should aim to establish such interests and such power over lower impulses as will bring the child far along the way to a successful life. As the child presents himself at the door of the secondary school we should like to ask: First, What are his interests; what does he love? Second, Has he reverence for the highest ideals of the community? Third, What is his mental and physical power of endurance? Fourth, What does he know?"

The paper was discussed by Supt. F. F. Treudley, who said it was absolutely necessary that the teacher should dwell on the beautiful in their instruction. Supt. Gove defended college games. Supt. C. F. Carroll favored the consideration of dancing as an art and its introduction in the primary schools.

THE HIGH SCHOOL.

On this theme Supt. F. L. Soldan said:

"In framing the course of study of a high school, three standpoints seem possible: First, We may consider chiefly the demands of life; or, second, the greatest weight may be given to proficiency in leading studies; or, third, the highest emphasis may be laid on the growth and development of the learner and his highest interests. For the sake of brevity, let us call these the realistic, the scholastic, and the ideal standpoints. The gymnastics and calisthenics should not be denied a place in high schools. Physiology should be placed early in the course, its importance for the preservation of healthy life demanded a place for it in the first year of study. The anatomical element in psychology, should be limited; and those topics most necessary for self-preservation, especially hygiene, should occupy the principal place. Literature here should predominate over scholastic interests. Botany, physics, chemistry, physiology, biology, the elements of philosophy, and art in the form of music should be made parts of the studies. During the entire high-school period, the teacher should remember that the pupil is a human being, and that nothing that relates to humanity should be without interest to him."

IN DISCUSSION

President Joseph Swain, of the Indiana university, said:

That on the basis of four subjects, five hours per week is a safe course of study—at least three years of a foreign language, three years of composition and literature, three years of mathematics, two years of science, and two years of civil government and history, and the remaining three years (in one subject) may well be given to music and drawing and an extension of one or more of the above lines of subjects.

WHAT THE COLLEGE SHOULD DO.

Pres. James H. Baker, of University of Colorado, said:

"First, it should supplement the failure of his earlier training; second, it should give him a liberal education, it should offer him a course that has unity and harmony, it should cultivate the power of research, it should teach him to bring all his knowledge and all his power to bear on the problems of life; third, it should make him broad and then deep in some subject, it should start him in lines of study leading to his life-work, fourth, it should give him high ideals of private and civic conduct, it should make a man of him. There should be some general plan for admission to college, and that if absolute uniformity were not feasible, then a reasonable choice of equivalents within a given department of knowledge could be allowed. By a closer union with the high schools, the colleges could help to fashion their courses, improve their methods, and suggest the importance of placing college educated men and women in charge of the various departments of high school work."

Supt. E. E. White referred to the death of Supt. Norman A. Calkins, of New York. A resolution had been introduced by Mr. A. M. Kellogg, relative to this matter, on Tuesday.

The New South.

Hon. J. L. M. Curry, agent of the Peabody Fund, said in discussing educational questions pertaining to the New South:

"Prior to 1867, no general or efficient public school system existed; now all the states have embodied in their organic laws systems for the free education of the children of all races and both sexes. Free schools were established as essential to material prosperity and the preservation of free institutions, and they were based upon property for support. The presence of two races and the necessity for double schools, made most serious the educational problem. When Congress emancipated, citizenized, and enfranchised the negroes, it was the resulting obligation, not to be honestly avoided, of preparing them for their high prerogatives. National aid in their behalf, however, was contemptuously rejected."

The Round Tables.

THE CITY SUPERINTENDENTS.

Supt. A. K. Whitcomb (Lowell), presided. These subjects were discussed:

1. What methods are desirable and what have been successful in informing a community of the truth with regard to the management and conduct of schools?
2. How far is it practicable and desirable for a city superintendent to determine the methods of instruction in a system of city schools?
3. How can a superintendent best improve himself in his work?
4. Should the reading of the Bible be a part of the exercises in public schools?
5. How may a city superintendent of schools best increase the efficiency of a corps of teachers?
6. How may we best develop and foster the mother element in the teacher?
7. Science work in the grades. What? and how much?
8. How can incompetent teachers best be removed from a corps of city teachers?

C. C. Miller (Lima, O.) said that the difficulty in maintaining a high average of attendance in his part of the country was because of a tendency among the boys to leave the school too early to go into the shops. The child ought to have greater ambition to go on, he said, than to go to work when so poorly equipped for it.

D. Q. Abbott (Macon, Ga.) said that in his city a copy of the annual report was sent to the parents of each child. The people in his city were all interested in educational work, he said, and the schools were crowded.

Supt. Barringer (Newark, N. J.), advised teachers to know the parents.

A. B. Blodgett (Syracuse, N. Y.), said that his city had tried a graduation course from the grammar school which had inculcated ambition in the child to finish the grammar school course, and then to continue on. Get the children interested, and the parents are sure to be.

H. S. Tarbell (Providence, R. I.) said that he wrote for the newspapers about once a month, and that he treated one subject at a time, and treated it carefully.

H. A. Wise (Baltimore) said "Let the people learn from the children how they are taught. Above the pupils should be upright and intelligent teachers, and above the teachers should be upright supervisors."

W. H. Baker (Savannah) said that to increase the efficiency of a corps of teachers the thing to do is to hold grade meetings. Teachers of a given grade should be called together periodically to compare methods. The interchange of ideas is always beneficial.

W. S. Sutton (Houston Tex.) said that his rule was to know every good mother of a bad child.

W. R. Harper (Americus, Ga.) said "If the children love the teachers, there will be no trouble at home."

E. H. Mark (Louisville, Ky.) said some of the schools are visited by parents and some are not. The poor people do not have time to do any visiting.

Supt. Hobbs (Mt. Dora, Fla.) deprecated the idea of a visitors' or show day. He said that the latch-string of the schools should always be hanging on the outside.

H. S. Tarbell (Providence, R. I.) concerning the improvement of superintendents, said, his method of improving himself was to work hard to improve others, to work hard to be improved by others, and to study the methods of the best teachers.

Supt. Griffiths (Utica, N. Y.) said his plan was to work an *esprit du corps* among the teachers. He always worked side by side with the teachers, and, with them, tried to get down to the very bottom of the art of teaching.

On the subject what books to be read by teachers, the sentiment was that a little psychology was good, but that lessons on the evolution of thought were better.

Supt. Mark (Louisville) went back to the teachers, and said that it was a good plan to allow teachers to visit other teachers while at work, even if they had to go to neighboring cities to find advanced methods.

C. E. Carroll (Worcester, Mass.) thought it a good idea for the superintendents to exchange ideas concerning methods.

Supt. Gove (Denver) said he was not an advocate of teachers indiscriminately visiting.

THE STATE SUPERINTENDENTS.

Hon. Chas. R. Skinner, state superintendent of New York, presided. These topics were considered:

1. Interstate Recognition of State Certificates. Discussed by Supts. Skinner (N. Y.); Corbett (Neb.); Poland (N. J.); Emery (Wis.); Carlisle (Tex.); Carson (O.); Peavey (Col.); Pendergast (Minn.) Some were in favor and some opposed.
2. Distribution of Public Money. This was considered by Supts. Stockwell (R. I.); Prettyman (Md.); Sheats (Fla.)
3. Essentials of Successful Institute Work. Discussed by Supts. Pendergast (Minn.); Kirk (Mo.); Geeting (Ind.)
4. How Arouse Public Interest? The speakers were Supts. Corson (O.); Peavey (Col.); Corbett (Neb.)

THE COUNTY SUPERINTENDENTS.

County Superintendent Joel D. Mead, presided. The subjects of visiting schools, increasing attendance and teachers meetings were discussed. Prof. Lynch, of Green Cove Springs gave strong testimony concerning these.

THE HERBERT SOCIETY.

President Chas. De Garmo presided in the absence of Prof. John Dewey. Prof. Chas. McMurry opened the discussion referring to the paper by Dr. Dewey on "Interest as Related to Will." The discussion was participated in by Drs. Brown, Harris, White. Supts. Trendley, Powell, Richards, and others. Dr. Harris declared there was ambiguity in making pleasure and desire motives to action. The Herbertians believed interest could be a proper basis for morality. The discussion was a very spirited one.

THE SPELLING REFORM.

Prof. Edward R. Shaw, dean of the school of pedagogy, New York, presided. He said:

"We are in an era of bad spelling and there is necessity for special attention to the matter of instruction in spelling." He then gave a brief history of the experiments that had been made to discover the best methods of training in this branch. He mentioned the avenues through which impressions are received by the mind, by which the forms of words are received and retained. These impressions are through the eye, grasping the form, through the ear, leaving an impression through the auditory channel, and the muscular, by which the muscles of the hand are accustomed to form the combinations of letters. Experiments made through each of these channels show that by certain averages already gained the visual test produced better results than the auditory, and a combination of the two produced better results than either. The best spellers were those of the best mental capacity; here the mind must be cultivated and the teacher must work along auditory and muscular lines of training.

An interesting discussion arose and the following questions were asked: (1) In teaching spelling, how may the necessary series of associations and memories be best established? (2) Can apperceptive methods be employed? (3) Should a spelling-book be employed, or should the lists of words be taken from the reading and science lessons? Among the speakers were Supt. C. B. Gilbert Prof. J. H. Keppler, Dr. H. R. Sanford. The experience of most teachers was that the eye was the better aid to good spelling.

Resolutions.

Supt. Whitcomb (Lowell, Mass.) read resolutions, thanking the citizens and school officers and teachers of Jacksonville; the press the railroad lines; the retiring officers; and for a committee to collect dates as to courses of study that will promote a vital connection between school studies and mental development.

President-elect Gilbert was then installed and the department adjourned.

Officers for the coming year are: President, C. B. Gilbert, of St. Paul, Minn.; first vice-president, A. B. Blodgett, New York; second vice-president, W. S. Sutton, Texas; secretary, L. B. Evans, Georgia. The next meeting of the convention will be at Indianapolis.

MORE NORMAL SCHOOLS FOR IOWA.

DES MOINES, IOWA.—A bill has been introduced into the legislature providing for the maintenance of five normal schools by the state, provided that the localities chosen will furnish buildings and grounds for the schools. Several communities are willing to accept the schools on these terms.

TOO MANY SMALL COLLEGES.

COLUMBUS, O.—A bill has been introduced into the legislature by Senator Garfield which aims to restrict the growth of small colleges and improve the standard of those already established. Ohio leads all the other states in the number of colleges with the power to confer the usual degrees, having 38 of these institutions, or 15 more than New York, 10 more than Illinois. Senator Garfield's bill provides for the creation of a college and university council, of ten members, to pass upon the fitness of all colleges to confer degrees, and with power to refuse this privilege if not found competent. The state commissioner of schools, 3 members from the faculties of undenominational, and 3 from denominational colleges, and 3 from the superintendents of city schools, the members of the council to be appointed by the governor. There is much to be said in favor of Senator Garfield's bill.

ALABAMA CHAUTAUQUA ASSEMBLY.

TALLADEGA, ALA.—A teachers' assembly will be held here in connection with the Alabama Chautauqua the first week in July. Col. Parker has accepted the conductorship of the assembly. To those who know him this announcement will mean a great deal, and many who have never heard him will be glad to embrace this opportunity. He will be accompanied by Mrs. Parker and other able assistants who will make up an excellent faculty. Circulars of information may be had of George R. McNeill, Talladega, Ala.

WANT THE N. E. A.

MINNEAPOLIS, MINN.—At a recent meeting of the board of education, held for the purpose of taking action regarding the 1897 meeting of the N. E. A., the following resolution was introduced:—Resolved that the board of education of the City of Minneapolis hereby tenders a cordial invitation to the National Educational Association to hold its 7 meeting in Minneapolis, assuring its members a hearty welcome from the school authorities and teachers, as well as from the citizens generally, and pledging itself to make every necessary provision for the entertainment of those who may attend. The commercial club also is much interested and every effort will be made to bring the association to Minneapolis.

EQUAL PAY FOR EQUAL WORK.

SALT LAKE CITY, UTAH.—A bill has passed the legislature providing that women teachers in the public schools of the state shall receive the same salary as male teachers for the same services, provided they hold certificates of the same grade. Is it not possible that the newest state in the Union can teach her sister states a lesson?

NEW EDUCATIONAL WORK.

TROY, N. Y.—The certificate of incorporation of the American Educational Association has been filed at the office of the county clerk. The object of the organization is the study of mathematics, civil engraving, physical culture, and the promulgation of military sciences; also establishing and maintaining subordinate associations. The principal office will be in this city.

MICHIGAN.

Prof. J. L. Snyder, of Allegheny, Pa., was elected president of the Michigan Agricultural college by the state board of agriculture in session at Grand Rapids, February 11. It is reported that when the board took the first formal ballot the vote stood six to one in favor of Professor Snyder. This was after two informal ballots had been taken. Ex-President Willits, of Washington, got the other vote.

The salary of the president is \$3,200 a year, with house rent added. Many Michigan men were applicants, but the board gave no special reason for turning them down except that Prof. Snyder seemed to have more desirable qualities for the position than any other person whose name was considered.

Prof. J. L. Snyder was born in Butler county, Penn., Oct. 29, 1859. He lived on a farm until nineteen years of age. After three years spent in the preparatory department of Grove City college and in teaching, he entered Westminster college and was graduated in 1886, receiving the degree of Bachelor of Philosophy in 1891. After teaching one year he was elected superintendent of the schools of Butler county. His first act in this office was the introduction into the country schools of a graded course of study. The next move was to improve the teaching force, and mainly to accomplish this end, he with others established in his native village the Slippery Rock state normal school.

Mr. Snyder was principal of the fifth ward schools, Allegheny, for eight years. During his work there he persuaded his school board to investigate manual training, with the result that a \$25,000 manual training school was established, said to be the finest and best equipped school of the kind connected with any grammar school in the country.

W. J. MCKONE.

Brief Notes of Interest.

BRAINTREE, MASS.—The school committee has voted that hereafter at the beginning of each term a list of studies chosen by each high school pupil shall be shown to the committee for approval. After this approval no pupil shall be allowed to change studies until the course of study in accordance with the appended list shall be completed, except on account of physical or mental disability.

DENVER, COLO.—The *Daily News* reports Mrs. A. J. Peavey, state superintendent of public instruction, as favorable to a mixture of men and women teachers in the public schools. She thinks it is better for pupils of the seventh and eighth grades who have been so long under the influence of a woman, to be taught by men.

KANSAS CITY, MO.—The Kansas City district conference believes that "the Bible, which is God's Word, should be placed in the public schools of this country and read." A resolution to this effect was adopted at the recent semi-annual convention.

CHICAGO, ILL.—The normal school committee, which is to investigate the methods of teaching at the Cook County school, has been appointed by Vice-president Halle. The members are Joseph W. Errant, chairman; Max A. Dreyman, Louis O. Kohtze, P. F. Pettibone, and Evelyn A. Frake.

LONDON, ENG.—There is a movement for the encouragement of voice training as a branch of education. This work is along the lines of the American Society for the Improvement of Speech.

OMAHA, NEB.—T. E. Dubois, a teacher in West Omaha, stabbed and killed himself in his school-house. He was a sufferer from chronic dyspepsia, and had been very despondent all winter. His relations with his family were said to be happy.

Queries.

The subject of measures came up before our institute and a good many curious questions were asked, as to buttons, yarns, gun bores, shoes, hats, nails. Can you throw any light on these points?

Pearl buttons are described as having so many lines in their diameters. A line is 1/40th of an inch. In making yarns a "hank" is a term used. A hank contains 840 yards. Now, when sixty of these hanks weigh a pound the thread is numbered 30; if forty hanks weigh a pound it is numbered 20, and so on. The number of the bore of a gun depends on the number of balls fitting its barrel that will weigh a pound; thus a 12-bore gun carries a ball that weighs 1/12 of a pound. A cartridge is not numbered actually, but is spoken of as a 44-caliber cartridge, a 22-caliber, etc. The caliber of a rifle is expressed in hundredths of an inch. In shoes a size is 1/4 of an inch. The numbers of hats are diameters of circles. Nails are not numbered directly; a 10-penny nail is one of such a size that 1,000 nails like it weigh 10 pounds; 1,000 8-penny nails weigh 8 pounds, etc. So, too, were tacks numbered originally; 1,000 No. 8 tacks weighed 8 ounces. But now the size indicates the length; every size varies from the next by 1/16 of an inch.

How can I test the water in the school well to know whether it is pure or impure? B. A. C.

It is hardly possible to give any single test for the purity of a drinking water. If water from a well, not near the ocean, contains enough chlorides to produce a marked reaction with nitrate of silver, this might indicate contamination. A large amount of pure ammonia would also indicate contamination.

A Trip to the North Cape.

The Thomas Foreign Tourist Company has planned an unique cruise to the North Cape stopping at Bodo to witness the eclipse of the sun.

The steamer *Ohio*, which has been chartered for the cruise will leave Philadelphia, June 27, stopping one day at Southampton. From Southampton most of the trip will be in sight of land, especially through the Baltic and the Gulf of Finland, where there are hundreds of islands. Ten days will be spent in Russia, two days in Stockholm, Sweden, two days in Copenhagen, then the steamer will sail among the islands of Norway direct to the North Cape in time to see the midnight sun. After cruising several days among the Loffoden islands, Bodo will be reached August 7, and the eclipse of the sun witnessed the following morning. After visiting the Hardanger Fjord and other fjords, the party will sail for the Hebrides, then to Liverpool, thence to Philadelphia, where they are due August 27.

Miss Mary Proctor, daughter of Prof. R. A. Proctor, will accompany the cruise and will give talks about the eclipse and other astronomical subjects. The cost of the trip will be from \$475 up, depending upon room occupied. A deposit of \$25 must be made immediately upon assignment of berth.

For illustrated itinerary, giving full particulars, prices of rooms, etc., apply to Miss Mary Proctor, 29 East Forty-sixth street, New York.

New Books.

The little book entitled *Elements of Plant Anatomy*, by Emily L. Gregory, Ph. D., professor of botany in Barnard college (Ginn & Company), is a very useful addition to our scientific pedagogical literature, and the author is entirely too modest in almost excusing herself for the appearance of her work. There is, strange to say, almost no other book in English, that would treat the same subject in an elementary way. Goodale's book is the one used in colleges, but is entirely too old. The science of botany occupies a very peculiar position in our American education. It is taught everywhere, but in such a way that it would perhaps be better not to teach it at all. What is understood by botany in our high schools and even in many colleges is simply the determination of plants—the most uninteresting part of all the science. This is accompanied by another fact just as strange: the text-books used are those of Asa Gray, written twenty or twenty-five years ago. We are not going to doubt the authority of Mr. Gray, but do the teachers and professors think that the science of botany has not advanced for the last quarter of a century? Only a course like the one taken up in this book, followed by a similar course in physiology, could be called a scientific and useful course in the fascinating study of botany. As to the book itself we have little to criticize. The weak points are few. The book is divided into two parts, treating of (1) the cell, and (2) the tissues. In speaking of the individuality of the cell the author does not draw the attention of the reader to the fact of connection of protoplasmic contents of different cells. More space ought to be given to phenomena of karyokinesis, which space could be obtained by omitting the enumeration of the chemical constituents of the cell which is intelligible to the organic chemist only. This mistake is invariably made by all the elementary text-books. Chapters V. and VI. ought to have many more drawings, which would make the text more interesting. All this, it is hoped, will be corrected in the next editions, which will surely come, for the book is sure to please the intelligent teacher.

A. A. H.

The second edition of Sedgwick and Wilson's *Introduction to Biology* is before us (*An Introduction to General Biology*, by William T. Sedgwick, Ph. D. Henry Holt & Co.) The first ten chapters are devoted to general biology, taking the earthworm and common fern as types of animals and plants successively. The remaining six chapters treat of the unicellular animals and plants. There is a chapter on hay infusion and an appendix giving valuable "Suggestions for laboratory studies and demonstrations." From an educational standpoint this volume is of great significance. The sciences are steadily making place for themselves in our high schools and colleges, crowding out slowly the classics and supplanting them as a more fitting instrument for mental training. The science of biology is especially coming into prominence and is already occupying a high place as an educational factor in our best colleges. As an introduction to the study of biology, both for general education and for the intended specialist, the volume before us answers the purpose admirably. The authors, well known as investigators and teachers in their

specialty, have rendered great services to education by giving us this work. Unlike the first edition this volume is complete in itself, and will be particularly useful for those who are more interested in the philosophical aspect of the science than in the special workings of it. In our opinion, this work is the best of its kind in the English language.

A. A. H.

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So beautiful is the scenery of California that Nature must have expended more than her usual energy in its creation, and especially is this true during the months of March and April, when the rainy season has passed and flowers bloom everywhere. Fortunate, indeed, is the person who can exchange the wintry climate of the East for the flower-perfumed and healthful atmosphere of California, and no better method of doing this can be had than by participating in the second "Golden Gate" tour, organized under the perfect personally-conducted tourist system of the Pennsylvania Railroad Company.

The tourists will leave New York and Philadelphia March 11, 1896, and return to those cities May 7, allowing four and one-half weeks in California.

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Recalled Stormy Times.

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The treatment of the lungs in disease is of the importance of life itself to those afflicted. Catarrh, bronchitis, asthma, and pneumonia are only simple inflammatory diseases of the lungs, and properly treated are as curable as inflammations of the other organs of the body. But to effect their restoration healing remedies must be brought into direct contact with the inflamed surfaces by inhalation. In no other way can any form of lung disease be reached by healing remedies, and it is because they

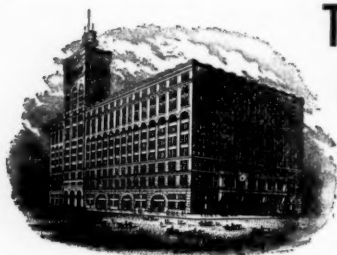
are not reached that consumption results.

After consumption becomes engrafted upon one or other of these chronic diseases, its cure requires specific germicides to kill the germs and expel them from the lungs. Before these germicides were discovered and by me successfully applied, consumption was invariably regarded as an incurable malady. Treated by inhaled germicides, it is perfectly curable, and in most cases easily cured. Hundreds of prominent people in confirmed tuberculosis have been restored to health by my treatment.

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given through the stomach, with change of air - the Adirondacks and southern California - without receiving any lasting benefit. He at length decided to place his case in my hands, and during the entire treatment had himself examined from time to time by other bacteriologists to see what progress he was making toward recovery. From the beginning they reported a "decrease in the tubercle bacilli" in the sputum, until finally they "disappeared altogether." He gained thirty-five pounds during the course. Any one who desires to see or write to him can obtain his address from me.

E. M. Hunter, Esq., editor of the *Vermont Record*, Fairhaven, Vt., was a desperate case, attended by hectic fever and chills, night sweats, hemorrhages, and great pros-

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tration. He was sent to Colorado in the hope of saving his life, but received no benefit and came back last October to die. In November he placed himself under my treatment, and is to-day a well man.

Mrs. Milford Jones, of Dover, Morris county, N. J., had been pronounced a "hopeless case of consumption" by several physicians. She had a large cavity in her right lung, was greatly emaciated, and so feeble as to be hardly able to walk. By my treatment she is now entirely restored to health, and will, I am sure, gladly answer any inquiries from a sufferer.

Prof. J. B. Cummings of New Wilmington, Lawrence county, Pa., consulted me in reference to his son, Rev. Thomas F. Cummings, American missionary to Gujranwala, Punjab, India, who had had repeated hemorrhages from his right lung and was pronounced by British army surgeons to have solidification of the apex of that lung. His weight had fallen from 172 pounds to 148. He expectorated pus from his lung and was in confirmed consumption. I undertook his case, and at the end of five months treatment received the following gratifying letter.

American Missions,
Gujranwala, India,
Sept. 5, 1895.

Dear Dr. Hunter:—The physician who examined me last year, Dr. Neve, Fellow of the Royal College of Surgeons, has examined me again and pronounces my lung entirely healed. You may remember there were four spots diseased, extending from the front to the back of the right lung. Under God, this restoration is entirely due to the treatment received from you. Having cured me of consumption, I wish you a wide extension of your treatment, which is what suffering humanity needs. I am, gratefully yours,

(Rev) T. J. CUMMINGS.

ROBERT HUNTER, M. D.
117 West 45th Street, New York.

NOTE.—Readers of THE SCHOOL JOURNAL, who are afflicted can receive Dr. Hunter's pamphlet explaining his treatment, without charge, by addressing him at 117 West 45th St., New York.

Literary Notes.

The Ohio Publishing Co. have issued Gordy's "History of Political Parties in the United States." The verdict of those who have examined it so far is that it is one of the most important books that have appeared upon the subject.

Mary Sheldon Barnes, of Leland Stanford Junior university, has prepared a book of *Studies in Historical Method* which sets forth with admirable clearness and breadth the methods of historical study that prove most serviceable for training and for culture. The book is in press and will appear in the early spring. D. C. Heath & Co., Boston, are the publishers.

Ginn & Co. have published recently Graham's *Common School Arithmetic* in which the author has endeavored to embody and extend the fundamental idea (ratio) of "The Psychology of Number," that has had such strong endorsement lately by leading educators.

Short stories by Kipling and Robert Barr and poems by Robert Louis Stevenson and Eugene Field, are given in *McClure's Magazine* for March.

"The Manitoba Schools Question," which is gradually bringing about a crisis in the affairs of the Dominion, is discussed in the *March Forum* by Dr. Goldwin Smith.

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An author about whom people are beginning to talk is Mr. E. W. Hornung. He is a young Englishman, and has written a number of stories that have attracted favorable attention, notably "The Unbidden Guest," "Tiny Luttrell," and "A Bride from the Bush," the latter having been accorded the compliment of being issued in the Tauchnitz edition. A new story has just come from his pen, and, like the "Bride from the Bush," it is a story of Australian adventure. It is entitled *Irralie's Bushranger*, and it will be issued immediately in the dainty and popular Ivory Series, published by the Scribners.

Max Nordau easily leads among German authors whose books are translated for the American public. His art of dissecting moral motives is so keen and penetrating that he will be appreciated regardless of adverse criticism. We may look for some fine work in the volume *How Women Love* now in the course of publication by F. Tennyson Neely.

Interesting Notes.

A report in the "Proceedings of the American Forestry Association," just published, states that turpentine orcharding, which has caused the devastation of millions of acres of long-leaf pine forest, is in the Gulf region confined within its eastern part. It can safely be maintained that the aggregate production of the 361,320 casks (of 50 gallons each) of spirits of turpentine for the period of eleven years, including the year 1880 to the close of 1891, reported as received in the Mobile market, has involved the utter devastation of not less than 2,250,000 acres of timber land. Under the present system of management, the bled timber from the abandoned turpentine orchards of former years is speedily disappearing. Conveniently situated along the railroad lines and rivers, they are being rapidly cleared. Of late years turpentine orcharding is brought in immediate connection with the lumbering business, and this practice will receive a powerful stimulus, since it has been demonstrated by the United States timber tests that the timber is found in no way impaired in its physical qualities by the bleeding. There can be no doubt that in the near future the forests will invariably be worked for their resinous products immediately before the timber is to be felled for the sawmill.

The chief wealth of Venezuela consists in products of the soil, natural and cultivated. There are many coffee and cacao plantations in the mountain valleys near the coast, and coffee to the value of fourteen million dollars is exported yearly, which is double the value of all other exports. Among the other cultivated articles are manioc, sugar, coconuts, maize (Indian corn), tobacco, wheat, cotton, indigo, sweet potatoes, and melons. Canoes which ascend the upper

Orinoco and its branches to the forested region of the southeast bring down rubber, vanilla and tonka beans, fruits, gums, and drugs. The forests are also rich in cabinet and dye woods, useful fibers, from which cordage and hammocks are made, and a variety of other products. The deadly arrow poison called *urari* by the natives is made in the district south of the Orinoco. The central plains of the republic form a vast grazing range which supports millions of horned cattle, horses, and asses. These herds are subject to great vicissitudes; they were reduced to a small fraction of their normal size by the war for independence and again by the civil wars ending in 1863, while vast numbers of horses and asses were destroyed by a murrain which broke out in 1843. Their numbers, however, been restored and the stock has been improved recently. Sheep and goats are bred in the mountainous district of the northwest, whence goatskins (known as Curacoa kid) are largely exported.—*Appleton's Popular Science Monthly*.

As reported by the Paris correspondent of the London *Lancet*, M. Regnard has recently described to the Société de Biologie some experiments to determine the real cause of the *mal de montagne*, the complaint that seizes so many mountain-climbers. It has recently been proposed to bore a tunnel or chimney from the base to the summit of the Jungfrau, a distance of 12,000 feet, and to instal therein a great passenger-elevator, but warnings of the dreaded *mal de montagne*, which, it is said, will surely make the tourist repent his temerity, have brought the project to a standstill. Struck by the fact that mountain-climbers are affected at an elevation of about 9,000 feet, while aeronauts can without trouble ascend to double that height, M. Regnard concludes that muscular fatigue has something to do with it. He accordingly placed under a bell-jar two Guinea-pigs, of whom one had to work a wheel while the other was at rest. The air of the bell-jar was then progressively exhausted. At a pressure equivalent to 9,000 feet the climbing Guinea-pig showed signs of distress, and at 14,400 feet he renounced the struggle and remained lying on his back. The aeronautic Guinea-pig, on the other hand, appeared quite comfortable up to an elevation of 18,000 feet, and his condition became serious only at a height of 24,000 feet. This experiment appears to prove that, although some of the symptoms of the *mal de montagne* are doubtless due to the rarefaction of the air, the chief determining cause is fatigue and the resulting consumption of oxygen.

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A final perusal of the last three or four chapters, when revision had become impossible, has revealed a few passages in which the word English is used where British would be more correct. The author perhaps owes an apology to readers north of the Tweed for these occasional slips, which are the more inexcusable that he is himself half a Scot." (See advertisement.)

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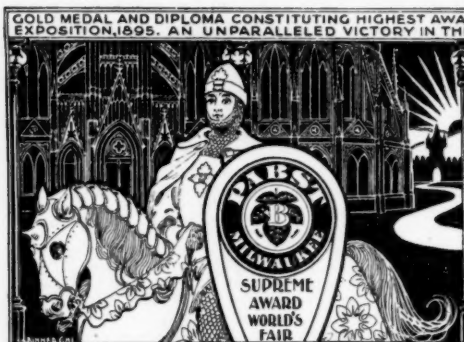
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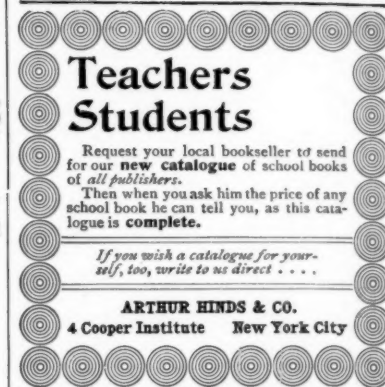
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